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A STUDY OF THE TEACHING PERSONNEL IN THE SELECTED
ELEMENTARY SCHOOLS OF COBB COUNTY, GEORGIA
FOR THE YEAR 1966-1967

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
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NAOMI KNOX ANDREWS

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DEDICATION

To My Husband
Federick Andrews

And To My Brothers
Alfred and Andrew Knox

And Sister
Tessie Wood

And To My Mother
Mylie B. Knox

for

Their Inspiration, Patience, and Untiring Support

N.K.A.

ACKNOWLEDGEMENTS

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N. K. A.

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CHAPTER I

INTRODUCTION

Rationale

In the fall of 1966, thousands of public school teachers in southern states had new teaching experiences. They taught children in integrated classrooms for the first time. Teachers had to be prepared to conduct effective instructional programs under the new conditions. The number of teachers involved will double in most of the southern cities in 1967 in compliance with federal guidelines.

The time is at hand for an unflinching look at the present potential of non-white teachers to move from where they now are to where they want, and ought, to be.

As Nothan Glazer put it, "The demand for economic equality is now not the demand for equal opportunities for the equally qualified: it is now demand for equality of economic results . . . the demand for equality in education . . . has also become a demand for equality of results, of outcomes."¹

The teacher is responsible for the transmission of

¹ Office of Policy Planning and Research, United States Department of Labor, The Negro Family, March, 1965, p. 3.

culture from one generation to the next. In the light of this duty, she should have a rich background of experiences in such fields as literature, art, music, language, mathematics, and science. The teacher should be a master of the best in our culture system. Teachers are in a large degree what they are because of what and how they have taught. Their total preparation for teaching heavily influences the quality of education in the classrooms under their jurisdiction. No matter what the philosophy of education, the realization of it is impossible without good teachers.¹

In recent years, the scholastic requirements for teacher certification have been greatly raised, which includes social, economic, academic, and professional training status. The traits of qualifications of the educational personnel has definitely influenced the upgrading of certification of the personnel. The source of this motivation of the upward flight of teacher certification has been the belief that to improve educational conditions for pupils, stress must be placed upon professional advancement among teachers.

The low salaries paid Negro teachers and the limited public advantages offered prevented the effectual strength-

¹Carl F. Hansen, The Amidon Elementary School (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962), p. 98.

ening of their educational status. The large majority of Negro teachers serving in 1951 held a third grade license or less and were incapable of any serious responsibility. The best equipped teachers came from private schools, and the number obtained from that source was very small.¹

Up to 1940, there was a steady increase in the level of training of teachers and in the number who were prepared for their positions through organized professional curricula.

Without a doubt, the non-white educational personnel of our schools, both public and private, have played a predominant role in fostering the cultural heritage, training, and guidance of the non-white youth in the past; and will continue to do so in the future. Consequently, it is felt that the non-white personnel of our schools must continue to display a high degree of competency with respect to the quantitative and qualitative measures of teacher preparation and proficiency. With the changes, revisions, and advances in the curricular program of the schools, and the ever increasing allotment of funds to support the educational personnel whose responsibility it is to operate the schools.

During the past decade, the public schools of Cobb

¹Dorothy Orr, A History of Education in Georgia (The University of North Carolina Press, 1950), p. 282.

County, Georgia, have been marked by substantial improvement in physical facilities of plant and equipment, and promising revision of the curricular programs. The writer, a classroom teacher, has deemed that a research study to determine the extent of the upward flight of the certification of the educational personnel serving the non-white elementary public schools of the county would be a fruitful and revealing project through which to satisfy the degree requirement of the School of Education, Atlanta University.

Evolution of Study

As a classroom teacher, the writer has observed the steady increase of in-service teachers taking advanced study, and taking advantage of in-service courses offered.

The writer felt that it was worthwhile to investigate the training of the non-white teaching personnel of the elementary schools in Cobb County, Georgia. It is believed that the training of the teaching personnel is adequate to meet the requirements of the job.

Contribution to Educational Knowledge

The writer believes that this study will show the extent to which the non-white educational personnel possesses or is in the process of acquiring necessary qualifications which will enable the personnel to adequately meet the demands of the improved educational facilities and programs being inaugurated in the public schools of Cobb County,

Georgia.

Statement of Problem

The problem involved in this study was to determine the status-factors of academic training, professional training, certification, salary, assignment, and socio-economic backgrounds of the teaching personnel in the non-white elementary public schools of Cobb County, Georgia, 1966-1967.

Limitations of the Study

The major limitations of this study inhered in the fact that the questionnaire was the main instrument for collecting the data. Much of the required data was not on file in the official personnel records of the schools.

Definitions of Terms

The significant terms used throughout this study are defined below:

1. "Educational personnel," referred to all persons, including teachers, principals, and supervisors, who were employed directly, or who were concerned with teaching in the non-white public schools of Cobb County, Georgia, for the year 1966-1967.
2. "Educational status," referred to such factors as training, experience, tenure, salary, domiciliary status, civic and professional participation, certification, etc.
3. "Professional training," referred to all the specified training in professional courses received by all the non-white elementary school teachers for the purpose of proficiency in teaching in the field of elementary education.

4. "Background," referred to selected factors of the social strata and economic levels from which the non-white educational personnel of Cobb County, Georgia, has been recruited.

Purpose of Study

The major purpose of this study was to make a study of the teaching personnel in the non-white elementary schools of Cobb County, Georgia, for the year 1966-1967. More specifically, the purpose of this study attempted to answer the following questions:

1. What are the academic and professional training and the educational background of the non-white public elementary school personnel of the Cobb County system for the year 1966-1967 as determined by:
 - (a) College training;
 - (b) Graduate training;
 - (c) Non-college training and experiences?
2. What types of teaching certificates are held by Cobb County and non-white elementary school personnel, 1966-1967?
3. What extent to which the Cobb County non-white teachers are working in and out of their respective fields of preparation for certification?
4. What are the socio-economic backgrounds of the Cobb County non-white elementary school personnel?
5. What are the teaching experiences and tenure of the Cobb County non-white personnel members?
6. What are the institutions in which members of the Cobb County non-white personnel received their training?

7. What are the professional organizations in which the Cobb County non-white teachers hold membership?
8. What conclusions, implications, and recommendations can be derived from the analysis and the interpretation of the findings of this study?

Locale of Study

This study was conducted in Cobb County, Georgia, which is located in North Central Georgia, adjacent to Atlanta (Fulton County), and is part of the Greater Atlanta Metropolitan Area, as designated by the Bureau of the Census. The Chattahoochee River is the dividing line between Fulton and Cobb Counties. Cobb County, which was named for Judge Thomas Welch Cobb, has an area of 346 square miles. As of 1965, the population was 148,100. The 1960 Census showed a Negro population of 8,032.

Dobbins Air Force Base is located in Cobb County which serves as a center for Air Force Reserve Training. The giant Lockheed Aircraft plant is located at Dobbins, and is operated for the Air Force. There are three non-white elementary schools in Cobb County, Georgia. There are 136 churches (listed in the yellow pages of the city directory) in Cobb County of various denominations, typically Baptist and Methodist.

Method of Research

The Descriptive-Survey Method of research, employing the technique of the questionnaire, was used to gather the

data for this study.

Subjects and Instruments

The subjects and instruments used in this study are characterized below.

- A. The subjects involved in this study were 38 (12 male and 26 female) members of the educational personnel of the non-white elementary schools of Cobb County, Georgia, 1966-1967.
- B. The instrument used was a questionnaire specifically designed to obtain data with reference to the socio-economic background, academic and professional training, certification, salary, assignment, and professional activities of the members of the educational personnel.

Research Procedure

The procedural steps used in conducting this study were:

- 1. The related literature pertinent to this study was reviewed, summarized, and presented in the thesis copy.
- 2. The supervisor and principals and teachers were asked to cooperate in carrying out the study.
- 3. The subjects were properly approached and instructed as to the scope and purposes of the study to be conducted.
- 4. The questionnaire designed to meet the needs of this study was constructed, validated, under the supervision of competent workers in the area of educational research.
- 5. The questionnaire was circulated to the entire Cobb County non-white elementary schools.

6. The returned questionnaires were checked and re-checked for fullness and accuracy of responses against other sources having the same data, with rejection, if any, of all returned questionnaires which were not usable in this study.
7. The data derived from the questionnaires and records were assembled and presented in proper figures, and tables were designed, analyzed, and interpreted.
8. The findings, implications, conclusions, and recommendations as derived from the analysis and interpretation of the data are presented in this finished thesis copy.

Collection of the Data

All of the educational personnel of the three non-white elementary schools of Cobb County, Georgia, were issued questionnaires. The questionnaires were constructed and validated under the supervision of competent workers in the area of educational research. The directions preceded the questionnaire. All thirty-eight of the questionnaires were returned, but not all of the questions were answered. No follow-up study could be made concerning the unanswered questions since the members of the educational personnel were not requested to sign their names.

Survey of Related Literature

Peterson states that the content of a curriculum may be excellent and the design may be perfect on paper, but if it is handled by an indifferent or poorly qualified teacher, the final result will be inferior. There is no more impor-

tant quality in the total educational program than the teacher in the classroom. In the final analysis, what the teacher is, and says, and does, determines what the child learns.¹

The teacher's responsibility for curriculum improvement goes far beyond merely administering a curriculum which someone else had designed. Elementary school teachers today are better paid than at any time in our nation's history. They are perfectly capable of making valuable contributions to the all-important task of constructing the curriculum.²

Tate states that no two people are alike and feels that equality is questionable. Why, then, should those controlling the employment of teachers begin a mammoth effort to mandate all teachers to speak the same way, have read the same books, or make the same score on the National Teachers Examination? The National Teachers Examination score is beginning to become the instrument or the criterion necessary to be fulfilled in order to secure a teaching position. This should not be. It must not be. Even some

¹Dorothy G. Peterson, "Curriculum to Match Their Capabilities," The Grade Teacher (March, 1965), pp. 40-136.

²
Ibid.

of those who structure and design this examination should not be the only, nor the major, criterion for employment.

Persons of authority in many school systems in Georgia have indicated that an arbitrarily established examination score will be utilized to weed out the incompetent teacher. Such persons want to give the public the impression that Negro teachers are incompetent. They, therefore, hope that the National Teacher Examination score can be utilized to eliminate the Negro teacher.¹

Tate states in his article that under segregation, very few school officials with authority to hire and fire teachers concerned themselves with really determining the formal educational qualifications of teachers who were to work in specific school systems.² Such officials were only concerned with the certification of the teachers for, after all, certification in the broader sense meant qualification.

Kleinman states that all school systems should be interested in improving the quality of its school system's operation. The following factors contributes to quality

¹H. E. Tate, "Should Teachers Be Equally Qualified?", Editorial GTEA Herald (Fall Issue, 1966).

²

Ibid.

in a school system: the educational program; administrative operation; board of education operation; staff personnel policies and procedures; professional compensation; conditions of professional service; the school plant; district organization, finance, and business administration; the local professional association.¹

Within each broad category, of course, many factors must be considered -- items such as curriculum organization and content; staff preparation and certification; number of professional personnel per 1,000 pupils; instructional materials and equipment; equality of educational opportunity; communication with the staff; the superintendent of schools; responsiveness of the board of education to the community; staff negotiation; recruitment and selection of staff; minimum and maximum salaries; academic freedom; the extent of clerical and non-professional assistance; current expense per pupil; use of federal funds for school support.

Many more factors also need to be considered. Some are quantitative and can be measured easily; others are qualitative, admittedly more difficult to measure but of extreme importance in evaluating educational excellence.

¹Jack H. Kleinmann, "What Makes a Good School System?", NEA Journal (November, 1966), p. 45.

Lest this all seem to overwhelming a task, an evaluation instrument has been developed by the NEA Office of Professional Development and Welfare entitled, "Profiles of Excellence," which can be an important tool for achieving high quality education.

The NEA published a research bulletin titled, "White and Non-white Teachers in the United States, 1960." This report presented certain characteristics of white and non-white teachers in the United States. The statistics are based on a five per cent sample of the population enumerated in the Eighteenth Decennial Census of Population, taken as of April, 1960. The data represents both public and private school teachers.

In 1960, there were approximately 1,708,000 white teachers, representing 95.1 per cent of the college teachers, and 91.4 per cent of the teachers below college level, and about 153,000 non-white teachers representing 4.9 per cent of the college teachers, and 8.6 per cent of men among white teachers below college level. There were a larger per cent of men among white teachers than among non-white teachers in colleges and in secondary schools.

For both men and women, married teachers with spouse present, the census reports the occupational status of the husband and wife. A larger per cent of non-white than of white men teachers below college level had wives in the

labor force.¹

Throughout the United States, the challenge to teachers is two-fold. First, to provide some immediate and compensatory experiences for those students already behind as a result of past educational processes, and second, to develop programs that will prepare all new students eventually to function effectively as adults.

The task of providing the proper educational experiences and programs for each individual fall upon the teacher. Based on the child's background, educational history, and cultural values, the teacher selects an educational program which has meaning and is beneficial to the child. This necessarily implies that the teacher must be able to use a variety of teaching methods and materials.²

Keppel states that:

There are some who believe that the shortage of good teachers is caused less by lack of promotion than by what they regard as the ridiculous "certification" requirements of the states, which keep out of teaching anyone who has not studied in certain prescribed courses, usually in "ed-

¹NEA Research Department, "White and Non-white Teachers in the United States, 1960," NEA Journal (December, 1965).

²James H. Bash, Effective Teaching in the Desegregated School (Bloomington, Indiana: Phi Delta Kappa, Inc., 1966), p. 98.

ucation." Every detached observer will agree that some of these requirements are needlessly complicated, and many will say that some of them could be eliminated. Undoubtedly these requirements, which by 1965 were undergoing vigorous reappraisal in many states, kept out some promising aspirants to a teacher's career.

Certification of teachers depends largely upon the common currency in the academic world: counting course credits on official transcripts. As with changes in teacher training, the movement of reform was under way by the mid-1960's, led by the educators themselves. The need was to speed it up, and to related changes in requirement and preparation to the level of demand in the years ahead.¹

Friggens describes the factors of professional training and salary of teachers, thusly:

There is no doubt that the nation's teachers do, indeed, suffer inequities. Professional training has improved tremendously since World War II. But while the quality of teachers has gone up, the average classroom salary, \$6,500, has lagged. "Our very competence creates frustration," says a veteran teacher. "We are better trained, but our preparation seems largely wasted."

In a report in the Eighteenth Decennial Census of Population, taken as of April, 1960, 85 per cent of the

¹Francis Keppel, The Necessary Revolution in American Education (New York and London: Harper and Row, Publishers, 1966), p. 95.

non-white teachers had a college degree compared with 75 per cent of the white teachers. A slightly larger per cent of white than non-white teachers had more than four years of college preparation.¹

Stiles describes the upgrading of the professionalism of teachers in these words:

The changes in society and in people's expectations of the school have caused teaching to become more truly professional in recent decades. The standards of teacher training have been raised, and the practice of certification has required teachers to meet certain minimum standards of professional preparation. At the same time, professional teachers associations have been formed to unite the teachers and coordinate their efforts to improve their professional and socio-economic status.²

Certification has played an essential role in developing the nation's system of universal public education and in building a profession of teaching. It has contributed measurably to the upgrading of the academic and personal qualifications of teachers and administrators. Despite its contributions, certification is in need of

¹NEA Research Division, "White and Non-white Teachers in the United States, 1960," NEA Journal (December, 1965), pp. 124-126.

²Lindley J. Stiles, The Teacher's Role in American Society (New York: Harper and Brothers, 1957), p. 5.

reform. Fortunately, reform is already under way.

Some progress has been made toward greater flexibility. Only a few states still require special courses, such as state history, which discriminate against individuals prepared in other states.

While much progress has been made in teacher certification, clearly much remains to be done. If the profession assumes the leadership it should, the following goals are within reach for each state during the next decade:¹

1. A legally recognized, broadly representative professional certification board.
2. Universal reciprocity in certification based on NCATE accreditation.
3. The approved-program idea practiced in both letter and spirit.
4. The elimination of all discriminatory special course requirements for initial certification (e.g., state government or history).
5. Strengthened state department of education staffs in teacher education and certification.
6. The application of computer technology to see that the certification process is operated as efficiently and economically as possible.
7. Provision for individuals to demonstrate teaching competence in lieu of a course.

¹Don Davies, "Comments on Teacher Certification," NEA Journal (September, 1966), pp. 18-19.

Achieving these goals will do much to bring about a certification program which works in the best interests of the public, the profession, and the individual applicants.

The profession has an opportunity in the years just ahead to build on the work already done to improve certification.¹

Ford and Allen state that many teachers are lost to the teaching profession as a result of being misplaced. Misassignment is a serious problem.

Although misassignment occurs in almost every type of geographical and educational setting, it is more common in rural schools than in urban or suburban ones.

In rural communities, misassignments occurs most frequently because of the shortage of both elementary and secondary teachers. This shortage is caused by low salaries and by the unwillingness of many teachers to leave the advantages of the cities for culturally backward or geographically isolated areas.

There are no quick remedies for the problem of teacher misassignment. Indeed, it cannot be understood or solved in isolation from many other problems. It is clearly related to such problems as the failure to attract and

¹
Ibid.

hold enough academically and personally talented young people in teaching, low salaries for career teachers, inadequate assistance for new teachers, and the vast differences among states and school districts in ability and willingness to pay for a first-rate school system. Another related factor is the continuing resistance not only to school district consolidation and reorganization, but also to new and imaginative ways of utilizing time, space, instructional resources, and personnel within a school.¹

The importance of adequately prepared and effectively functioning teachers to the success of a school program is questioned by no one.²

No one is more important to the school than the teacher. It has been said often that the teacher is the heart of the school system. This thought has been expressed in the truism, "as is the teachers, so is the school."³

Concerning the development of curriculum guides, Krug

¹Paul M. Ford and Wendell C. Allen, "Assignment and Missassignment of Teachers," NEA Journal (February, 1966), pp. 41-42.

²Calvin Crieder, et al., Public School Administration (New York: Ronald Press Company, 1961), p. 234.

³Ibid., p. 212.

states that:

The writing and editing of curriculum guides should be carried out by professional workers, teachers, administrators, and supervisors, with special talents and interest for this type of activity.¹

It is felt that the Negro personnel of our schools must continue to display a high degree of competency with respect to the quantitative and qualitative measures of teacher preparation and proficiency.²

In looking at the democratic values of our nation and the related democratic goals to which our public schools are committed, we must have a knowledgeable personnel to translate these goals into activities and experiences comprehensible and motivating to our children and youth.³

Summary of Related Literature

The review of the related literature on teaching or educational personnel from the standpoint of the role of the

¹Edward A. Krug, Curriculum Planning (New York: Harper and Brothers, 1960), pp. 155-156.

²Corine O. Hatcher, "A Study of the Educational Personnel in the Negro Public Schools of Jenkins County, Georgia (1945-1955)." Unpublished Master's thesis, Atlanta University, 1956, p. 2.

³George Williams, "A Study of the Educational Personnel in the Negro Public Schools of Burke County for the Year 1964-1965." Unpublished Master's thesis, Atlanta University, 1965, p. 1.

teacher; teacher preparation; studies on Negro education; certification of teacher personnel; in-service training and factors contributing to teacher effectiveness, would appear to emphasize such crucial principles as indicated below:

1. Teachers need to take advantage of continued in-service training.
2. Certification holds the key to elevating of educational qualification.
3. The requirements of teacher certification are controlled by the state.
4. The professional training of teachers should include training in subject matter and methodology of two or more subject combinations.
5. The socio-economic background of teachers or educators is an important segment in the over-all qualification of teachers.
6. The expected teaching efficiency of those in the classroom is essentially based upon the scope and quality of training, both academic and professional.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introductory Statement

The data presented in this chapter deal primarily with the thirty-eight teachers involved in the study. More specifically, the data are presented and interpreted to reveal important aspects of socio-economic backgrounds, academic and professional qualifications, teaching assignments, professional and civic affiliations, salaries, teaching experience, and tenure status of the Cobb County non-white teacher-personnel, 1966-1967.

The tables depicting the data were designed to simplify interpretation and understanding. These tables reveal the quantitative aspects of the categories of related data and the discussions include conclusions which were drawn from these data.

Age of the Educational Personnel Upon Entering the Profession

The distribution of the ages of the educational personnel at the time they entered the teaching profession is shown in Table 1. It is noted that seventeen, or 44.71 per cent of the personnel entered the teaching profession between the ages of twenty-four to twenty-six years, and thirteen or 34.19 per cent of the teaching profession

TABLE 1

DISTRIBUTION OF THE AGES OF THE EDUCATIONAL PERSONNEL IN THE
NON-WHITE ELEMENTARY SCHOOLS OF COBB COUNTY, GEORGIA
1966-1967, AT THE TIME THEY ENTERED
THE TEACHING PROFESSION

Ages	Number	Per Cent
18 - 20 years	2	5.26
21 - 23 years	13	34.19
24 - 26 years	17	44.71
27 - over	4	10.52
No response	2	5.26
Total	38	99.94

entered between the ages of twenty-one to twenty-three years. Four or 10.52 per cent of the teachers were twenty-seven years and over. Two or 5.26 per cent of the teachers entered the profession between the ages of eighteen to twenty years and two or 5.26 per cent of the teachers gave no response to the item. Since the largest percentage of the teachers entered the profession between the ages of twenty-one to twenty-six years, it is concluded that this profession was their original choice.

Age of the Teachers

The data in Table 2 show the distribution of the ages of the thirty-eight members of the educational personnel in

the non-white elementary schools of Cobb County, Georgia, 1966-1967.

The age range of the teachers was from twenty-two to sixty-one years of age. The data reveals that eight or 21.04 per cent of the personnel were between the ages of twenty-five to twenty-seven years of age. Six or 15.78 per cent of the teachers fell between twenty-two to twenty-four years of age. Five or 13.15 per cent fell between the age of forty-three to forty-five years of age. None of the teachers were between the ages of thirty-one to thirty-three, forty-six to fifty, and fifty-five to fifty-seven years of age. Thus, it is concluded that there tended to be a uniform or constant variation in the ages of the personnel. Generally, it is believed that this variation in ages is of value because of the range of differing attitudes and experiences which would prevail.

Early Environment of the Teachers

As presented in Table 3, the data on the distribution of early environment status of the thirty-eight members of the educational personnel in the non-white elementary schools of Cobb County, Georgia, 1966-1967, show that eleven or 29.93 per cent of the teachers' early environment was the open country. Ten or 26.30 per cent of the teachers were of the city with population ranging between 2,500-9,999.

TABLE 2

DISTRIBUTION OF THE AGES OF THE THIRTY-EIGHT MEMBERS OF THE
EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS
OF COBB COUNTY, GEORGIA 1966-1967

Years	Number	Per Cent
22-24	6	15.78
25-27	8	21.04
28-30	2	5.26
31-33		
34-36	3	7.89
37-39	2	5.26
40-42	5	13.15
43-45	3	7.89
46-48		
49-50		
49-51	3	7.89
52-54	2	5.26
55-57		
58-60	2	5.26
61 and over	2	5.26
Total	38	99.94

TABLE 3

DISTRIBUTION OF THE EARLY ENVIRONMENT OF THE EDUCATIONAL
PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS
OF COBB COUNTY, GEORGIA 1966-1967

Environment	Number	Per Cent
Open Country		
Village or city (less than 2,500 pop.)	11	28.93
City (2,500-9,999 pop.)	10	26.30
City (10,000-99,000 pop.)	4	10.52
Large City (100,000 pop. and over)	13	34.19
Total	38	99.94

Four or 10.52 per cent of the teachers' early environment was within a population between 10,000-99,000. Thirteen or 34.19 per cent of the teachers' early environment was within a population of 100,000 and over.

It should be noted that the early environment of the personnel showed a rather proportionate distribution among the large city population, small city population, and open country population.

Marital Status of the Parents

Table 4 shows the marital status of the parents of the educational personnel in the non-white elementary schools of Cobb County, Georgia, 1966-1967.

The data indicate that twenty-one or 55.23 per cent of the parents of the educational personnel were married. Eight or 20.04 per cent of the personnel were divorced. Three or 7.89 per cent of the personnel were remarried, two or 7.89 per cent of the teachers were widows, one or 2.63 per cent of them was separated. Three or 7.89 per cent of the teachers gave no response to this item.

Marital Status of the Teachers

Table 5 shows the marital status of the thirty-eight teachers involved in the study. The data indicate that eighteen or 47.34 per cent of the selected teachers were married. Three or 7.89 per cent of the teachers were separated, divorced, widow, or widower. Eight or 21.04 per cent of the

TABLE 4

DISTRIBUTION OF THE MARITAL STATUS OF PARENTS OF THE
EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY
SCHOOLS OF COBB COUNTY, GEORGIA, 1966-1967

Status	Number	Per Cent
Married	21	55.23
Widow or Widower	2	5.26
Divorced	8	21.04
Remarried	3	7.89
Separated	1	2.63
No response	3	7.89
Total	38	99.94

TABLE 5

DISTRIBUTION OF THE MARITAL STATUS OF THE EDUCATIONAL
PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS
OF COBB COUNTY, GEORGIA, 1966-1967

Marital Status	Number	Per Cent
Married	18	47.34
Widow-Widower	3	7.89
Divorced	3	7.89
Separated	3	7.89
Single	8	21.04
No response	3	7.89
Total	38	99.94

teachers were single. Three or 7.89 per cent of the teachers gave no response to this item.

Religious Preference of Parents

In Table 6 is shown the distribution of the religious preference of parents of the educational personnel in the non-white elementary schools of Cobb County, Georgia, 1966-1967.

The data indicate that fourteen or 36.82 per cent of the fathers and thirteen or 34.19 per cent of the mothers preferred the Baptist religion, which was the largest percentage. Eleven or 28.93 per cent of the fathers of the personnel and nine or 23.67 per cent of the mothers preferred the Methodist religion. One or 2.63 per cent of the fathers and one or 2.63 per cent of the mothers' preference was the Roman Catholic religion. One or 2.63 per cent of the fathers and two or 5.26 per cent of the mothers preferred the Congregational faith. Two or 5.26 per cent of the fathers' and three or 7.89 per cent of the mothers' religious preference was Presbyterian. Three or 7.89 per cent of the fathers of the educational personnel and two or 5.26 per cent of the mothers preferred the Seventh Day Adventist faith. Two or 5.26 per cent of the fathers and two or 5.26 per cent of the mothers preferred the Church of God in Christ. Two or 5.26 per cent of the mothers preferred the Jehovah Witnesses. Four or 10.52 per cent of the fathers,

TABLE 6

DISTRIBUTION OF THE RELIGIOUS PREFERENCE OF PARENTS OF THE
EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS
OF COBB COUNTY, GEORGIA, 1966-1967

Denomination	Father		Mother	
	Number	Percent	Number	Percent
Roman Catholic	1	2.63	1	2.63
Congregational	1	2.63	2	2.56
Presbyterian	2	5.26	3	7.89
Methodist	11	28.93	9	23.67
Baptist	14	36.82	13	34.19
Seventh Day Adventist	3	7.89	2	5.26
Church of God in Christ	2	5.26	2	5.26
Jehovah Witness			2	5.26
No response	4	10.52	4	10.52
Total	38	99.94	38	99.94

and four or 10.52 per cent of the mothers gave no response to this item.

Religious Preference of the Teachers

Table 7 shows the distribution of the religious preferences of the educational personnel in the non-white elementary school of Cobb County, Georgia, 1966-1967.

Table 7 shows that approximately 53 per cent of the personnel had a religious preference for the Baptist Church. Twenty or 52.60 per cent indicated Baptist, and nine or 23.67 per cent preferred the Methodist religion. The other teachers

TABLE 7

DISTRIBUTION OF THE RELIGIOUS PREFERENCE OF THE EDUCATIONAL
PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS
OF COBB COUNTY, GEORGIA, 1966-1967

Denomination	Number	Per Cent
Roman Catholic	2	5.26
Presbyterian	1	2.63
Methodist	9	23.67
Baptist	20	52.60
Congregationist	1	2.63
Seventh Day Adventist	3	7.89
Jehovah Witness		
Church of God in Christ	2	5.26
Total	38	99.94

indicated religious preference as follows: two or 5.26 per cent Roman Catholic; one or 2.63 per cent Presbyterian; one or 2.63 per cent Congregationist; three or 7.89 per cent Seventh Day Adventist; and two or 5.26 per cent Church of God in Christ. Thus, it is of worthy note to see that all members of the educational personnel had preferences for church denominations or "faiths."

Children of the Personnel

Table 8 shows the distribution of the number of children of the educational personnel in the non-white elemen-

TABLE 8

DISTRIBUTION OF THE NUMBER OF CHILDREN OF THE EDUCATIONAL
PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS
IN COBB COUNTY, GEORGIA 1966-1967

Number of Children	Number	Per Cent
None	14	36.82
One	5	13.15
Two	8	21.04
Three	7	18.41
Four	2	5.26
Five		
Six or more		
No response	2	5.26
Total	38	99.94

tary schools in Cobb County, Georgia, 1966-1967.

The data indicate that the personnel had children as follows: five or 13.15 per cent had one child; eight or 21.04 per cent had two children; seven or 18.41 per cent had three children; two or 5.26 per cent had four children. There were fourteen or 36.82 per cent of the teachers who did not have any children. The remaining two or 5.26 per cent gave no response to this item.

On a whole, the family of the educational personnel is relatively small, further, it is to be noted that the educational personnel tend to have had smaller families than did their parents.

Children of the Parents

Table 9 shows the distribution of the number of children of the parents of the educational personnel in the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data indicate that the parents of the educational personnel had children as follows: five or 13.15 per cent had one child; eight or 21.04 per cent had two children; seven or 18.44 per cent had three children; eight or 21.04 per cent had four children; five or 13.15 per cent had five children; three or 7.89 per cent had six or more. The remaining four or 10.52 per cent of the teachers gave no response to this item.

It is of interest to note that over 60 per cent of the parents of the non-white elementary schools in Cobb County, Georgia, tended to have families of three or more children.

Dependents of the Teachers

Table 10 shows the distribution of the dependents of the educational personnel in the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data indicate that the teachers had dependents as follows: three or 7.89 per cent had no dependents; twelve or 31.56 per cent had one dependent; nine or 23.67 per cent had two dependents; eight or 21.04 per cent had three dependents; two or 5.26 per cent had four. The remaining four or

TABLE 9

DISTRIBUTION OF THE NUMBER OF CHILDREN OF THE PARENTS OF THE
EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS
IN COBB COUNTY, GEORGIA, 1966-1967

Number of Children	Number	Per Cent
One	5	13.15
Two	8	21.04
Three	7	18.41
Four	8	21.04
Five	5	13.15
Six or more	3	7.89
No response	2	10.52
Total	38	99.94

TABLE 10

DISTRIBUTION OF THE DEPENDENTS OF THE EDUCATIONAL PERSONNEL
IN THE NON-WHITE ELEMENTARY SCHOOLS IN COBB COUNTY, GEORGIA

Dependents	Number	Per Cent
None	3	7.89
One	12	31.56
Two	9	23.67
Three	8	21.04
Four	2	5.26
Five		
Six or more		
No response		
Total	38	99.94

10.52 per cent gave no response to this item.

Fathers' Occupation of the Personnel

Table 11 reveals the distribution of the fathers' occupation of the educational personnel in the non-white elementary schools of Cobb County, Georgia, 1966-1967. The significant factor here is the listing of a wide range of jobs.

The data indicate that five or 13.15 per cent of the fathers were unskilled laborers. Four or 10.52 per cent of the fathers were self-employed. Three or 7.89 per cent of the fathers were farmers. There were two or 5.26 per cent each of the fathers' occupation as barber, plumber, fireman, postman, and janitor. One or 2.63 per cent of them was in the Army. For six or 15.78 per cent of the fathers, no response to this item was given.

Mothers' Occupation of the Personnel

Table 12 indicates the distribution of the mothers' occupation of the educational personnel in the non-white elementary schools of Cobb County, Georgia, 1966-1967.

The data indicate that the occupations of the mothers were as follows: fifteen or 39.45 per cent of the mothers of the personnel were housewives; five or 13.15 per cent were teachers or principals; four or 10.52 per cent were seamstresses, four or 10.52 per cent did domestic work, and two or 5.26 per cent were office maids. Further, one or 2.63

TABLE 11

DISTRIBUTION OF FATHERS' OCCUPATION OF THE EDUCATIONAL
PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS
OF COBB COUNTY, GEORGIA, 1966-1967

Occupation	Number	Per Cent
Farmer	3	7.89
Barber	1	2.63
Army	1	2.63
Carpenter	2	5.26
Teacher	2	5.26
Brick Mason	2	5.26
Plumber	1	2.63
Fireman	1	2.63
Postman	1	2.63
Railroad Worker	4	10.52
Janitor	1	2.63
Laborer (unskilled)	5	13.15
Truck Driver	4	10.52
Self-employed	4	10.52
No response	6	15.78
Total	38	99.94

TABLE 12

DISTRIBUTION OF MOTHERS' OCCUPATION OF THE EDUCATIONAL
PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS
OF COBB COUNTY, GEORGIA, 1966-1967

Occupation	Number	Per Cent
Housewife	15	39.45
Seamstress	4	10.52
Nurse	1	2.63
Beautician	1	2.63
Teacher or principal	5	13.15
Domestic	4	10.52
Laundress		
Office Maid	2	5.26
Drill Press Operator	1	2.63
No response	5	13.15
Total	38	99.94

per cent each of the mothers were a drill press operator, a nurse, and a beautician. For five or 13.15 per cent of the mothers, no response to this item was given.

Approximate Monthly Salary Range of Parents

Table 13 shows the distribution of the approximate monthly salary range of the parents of the educational personnel in the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data indicate that five or 13.15 per cent of the fathers' and three or 7.89 per cent of the mothers' salary range was \$151.00 to \$200.00. Three or 7.89 per cent of the parents' salary was less than \$100 per month. Two or 5.26 per cent of the parents' salary was \$101.00 to \$150.00. Three or 7.89 per cent of the fathers' salary and one or 2.63 per cent of the mothers' salary was \$201.00 to \$250.00. Two or 5.26 per cent of the fathers' and three or 7.89 per cent of the mothers' salary was \$301.00 to \$350.00. Two or 5.26 per cent of the fathers, and one or 2.63 per cent of the mothers' salary was \$401.00 to \$450.00; four or 10.52 per cent of the fathers' salary, and two or 5.26 per cent of the mothers' salary was \$501.00 and over. For fifteen or 39.45 per cent of the fathers' salary and 16 or 42.08 per cent of the mothers' salary, no response to this item was given. It is believed that the salary of the parents is significant because of the part the personnel will have to

TABLE 13

DISTRIBUTION OF THE APPROXIMATE MONTHLY SALARY RANGE OF THE PARENTS OF THE EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS OF COBB COUNTY, GEORGIA, 1966-1967

Salary (Monthly)	Father		Mother	
	Number	Per Cent	Number	Per Cent
Less than \$100.00	3	7.89	3	7.89
\$101 to \$150.00	2	5.26	2	5.26
\$151 to \$200.00	5	13.15	3	7.89
\$201 to \$250.00	3	7.89	1	2.63
\$251 to \$300.00	2	5.26	3	7.89
\$301 to \$350.00			3	7.89
\$351 to \$400.00	2	5.26	4	10.52
\$401 to \$450.00	2	5.26	1	2.63
\$501 and over	4	10.52	2	5.26
No response	15	39.45	16	42.08
Total	38	99.94	38	99.94

play in assisting with the family maintenance.

Parents' Residential Status

Table 14 presents the distribution of parents' residential status of the educational personnel in the non-white elementary schools of Cobb County, Georgia, 1966-1967.

The data indicate that ten or 26.34 per cent of the parents rent. Fifteen or 39.45 per cent of the parents of the personnel are home owners. Three or 7.89 per cent of the parents are home owners and have rental property, and two or 5.26 per cent of them own home and business.

For eight or 21.04 per cent of the parents, residential status was not indicated.

TABLE 14

DISTRIBUTION OF PARENTS' RESIDENTIAL STATUS OF THE
EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY
SCHOOLS OF COBB COUNTY, GEORGIA, 1966-1967

Residential Status	Number	Per Cent
Rents	10	26.30
Own home	15	39.45
Own home and rent property	3	7.89
Own home and business	2	5.26
No response	8	21.04
Total	38	99.94

Church Attendance of the Personnel

The data on the regularity of the church attendance of the members of the educational personnel in Cobb County, Georgia, 1966-1967, are presented in Table 15.

It was found that the church attendance of the educational personnel was as follows: sixteen or 42.08 per cent attended church every Sunday; seven or 18.41 per cent attended church bi-monthly; six or 15.78 per cent attended church monthly; three or 7.89 per cent attended church tri-monthly; two or 5.26 per cent attended church bi-weekly, and four or 10.52 per cent of the teachers did not respond to this item.

TABLE 15

DISTRIBUTION OF THE CHURCH ATTENDANCE OF THE EDUCATIONAL
PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS OF
COBB COUNTY, GEORGIA, 1966-1967

Attendance	Number	Per Cent
Monthly	6	15.78
Bi-monthly	7	18.41
Tri-monthly	3	7.89
Every Sunday	16	42.08
Bi-weekly	2	5.26
No response	4	10.52
Total	38	99.94

Thus, the writer concluded that the church attendance on the part of the members of the educational personnel of Cobb County, Georgia, was above the average.

Parents' Church Attendance

Table 16 shows the distribution of attendance frequency of parents to church of their choice of the educational personnel in the non-white elementary schools of Cobb County, Georgia, 1966-1967.

The data indicate that eighteen or 47.34 per cent of the parents attend church each Sunday. Six or 15.78 per cent of the parents attend church tri-weekly; two or 5.26 per cent of the parents attend church tri-monthly and bi-weekly. For five or 13.15 per cent of the parents, no church attendance record was indicated.

TABLE 16

DISTRIBUTION OF ATTENDANCE FREQUENCY OF PARENT TO CHURCH OF THEIR CHOICE OF THE EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS OF COBB COUNTY, GEORGIA, 1966-1967

Attendance	Number	Per Cent
Bi-monthly	6	15.78
Tri-monthly	2	5.26
Each Sunday	18	47.34
Bi-weekly	2	5.26
Tri-weekly	5	13.15
No response	5	13.15
Total	38	99.94

Office(s) Held by Parents

Table 17 shows the distribution of the offices held by parents in the church of their choice of the educational personnel in the non-white elementary schools of Cobb County, Georgia, 1966-1967.

The data indicate that twelve or 31.56 per cent of the fathers were deacons, five or 13.15 per cent of them held no office in the church; three or 7.89 per cent of the fathers were trustees, and three or 7.89 per cent of the fathers were stewards. One or 2.63 per cent of the fathers, and three or 7.89 per cent of the mothers were class leaders; two or 5.26 per cent of the fathers; and eight or 21.04 per cent of the mothers were choir members. One or 2.63 per cent of the parents was the president of an auxiliary;

TABLE 17

DISTRIBUTION OF OFFICE(S) ARE/WERE HELD BY PARENTS IN THE CHURCH OF THEIR CHOICE
OF THE EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS
OF COBB COUNTY, GEORGIA, 1966-1967

Offices	Father		Mother	
	Number	Per Cent of the Total of 38 Teachers	Number	Per Cent of the Total of 38 Teachers
None	5	13.15	1	2.63
Deacon	12	31.56		
Deaconess			7	18.41
Trustee	3	7.89		
Steward	3	7.89		
Class Leader	1	2.63	3	7.89
Choir Member	2	5.26	8	21.04
Mother Board			4	10.82
Clerk (church)			4	10.82
President				
(auxiliary)	1	2.63	1	2.63
Superintendent				
(Sunday School)	2	5.26	1	2.63
Teacher				
(Sunday School)	2	5.26	8	21.04
Treasurer (church)	3	7.89		
Pastors Aid Board			1	2.63
Total	47		47	

two or 5.26 per cent of the fathers and one or 2.63 per cent of the mothers were Sunday School Superintendents. Two or 5.26 per cent of the fathers and eight or 21.04 per cent of the mothers were Sunday School teachers. Three or 7.89 per cent of the fathers were church treasurers. Thirteen or 34.19 per cent of the fathers, and nine or 23.67 per cent of the mothers were not accounted for on this item.

Church Offices Held by the Personnel

Table 18 presents the data on the types of church offices held by the members of the educational personnel of Cobb County, Georgia, 1966-1967.

It is of interest to note that the largest per cent, that is, 11 or 29 per cent, of the teachers did not respond to this item on the questionnaire. The responses of the remainder of the teachers were as follows: seven or 18 per cent held the office of deacon, six or 15 per cent held the office of deaconess, four or 10 per cent of the teachers were Sunday School teachers, and one or 2.63 per cent each of the teachers held the office of stewardess, class leader, clerk, secretary, and auxiliary president.

A summary of the data in Table 17 would appear to indicate that the holding of official positions in the church was one of the major activities of the members of the educational personnel of the non-white elementary

schools in Cobb County.

TABLE 18

DISTRIBUTION OF THE OFFICES HELD IN CHURCHES OF CHOICE
OF THE EDUCATIONAL PERSONNEL OF THE NON-WHITE
ELEMENTARY SCHOOLS OF COBB COUNTY, GEORGIA
1966-1967

Offices Held	Number	Per Cent
Deacon	7	18.41
Deaconess	6	15.78
Stewardess	1	2.63
Class Leader	2	5.26
Clerk (church)	1	2.63
President (auxiliary)	2	5.26
Secretary (auxiliary)	3	7.89
Sunday School Teacher	1	2.63
Teacher-Sunday School	4	10.52
No response	11	28.93
Total	38	99.94

Influential Factors in Selecting Teaching as a Profession

Table 19 presents the data on the distribution of the determining factors which was most influential in selecting teaching as a profession of the educational personnel in the non-white elementary schools of Cobb County, Georgia, 1966-1967.

The data revealed that the influential factors in choosing the teaching profession were as follows: nine or 23.67 per cent of the personnel reasons were for financial returns; eight or 21.04 per cent of the teachers

gave love of the profession, and seven or 18.41 per cent of the teachers' reasons were for the support of the family; eleven or 28.93 per cent of the teachers gave their reason as love for children, and two or 5.26 per cent of the teachers' reasons were to make contribution to the race. One or 2.63 per cent of the teachers gave no response to this item.

Membership in Professional Organizations

Table 20 shows the distribution of the membership in professional organizations of the educational personnel of the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data indicate that five or 13.15 per cent of the teachers held membership in the Georgia Teacher's Education Association, the remaining thirty-three or 86.79 per cent each of the teachers were members of the National Education Association, local County Teachers Association, and the Georgia Education Association.

Georgia Institutions in Which Training Was Received

Table 21 discloses the distribution of the institutions in Georgia in which the basic training of the 38 selected teachers in the study was received.

The data indicate that a larger percentage of the teachers received their basic training in Georgia. Eight or 21.04 per cent of the teachers received basic

TABLE 19

DISTRIBUTION OF THE DETERMINING FACTORS WHICH WAS MOST INFLUENTIAL IN SELECTING TEACHING AS A PROFESSION OF THE EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS OF COBB COUNTY, GEORGIA 1966-1967

Factors	Number	Per Cent
Love for children	11	28.93
Love for the profession	8	21.04
To make contribution to the race	2	5.26
Financial return (personal)	9	23.67
The support of the family	7	18.41
No response		
Total	38	99.94

TABLE 20

DISTRIBUTION OF THE MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS OF THE EDUCATIONAL PERSONNEL OF THE NON-WHITE ELEMENTARY SCHOOLS IN COBB COUNTY, GEORGIA, 1966-1967

Organization	Number	Per Cent of the Total of Thirty-eight Teachers
Georgia Teacher's Education Assn.	5	13.15
National Education Assn.	33	86.79
Local County Teacher's Assn.	33	86.79
Georgia Education Assn.	33	86.79

training at Morris Brown College; six or 15.78 per cent of the teachers received their basic training at Clark College; four or 10.52 per cent of the teachers received their basic training at the Fort Valley State College, and one or 2.63 per cent from West Georgia. The remaining three or 7.89 per cent received their basic training at Savannah State College.

The remainder of 16 teachers received their basic training at institutions outside the state of Georgia.

TABLE 21

DISTRIBUTION OF THE INSTITUTIONS IN GEORGIA IN WHICH WAS RECEIVED THE BASIC TRAINING OF THE EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS IN COBB COUNTY, GEORGIA, 1966-1967

Georgia Colleges	Number	Per Cent
Morris Brown	8	21.04
Fort Valley	4	10.52
Clark	6	15.78
West Georgia	1	2.63
Savannah State	3	7.89
Out-of-state college	16	42.08
Total	38	99.94

Institutions Outside of Georgia
in Which Training Was Received

Table 22 reveals the distribution of the institutions outside of Georgia in which was received the basic

training of the educational personnel in the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data indicate the teachers received basic training at the following institutions: three or 7.89 per cent from A & M Normal in Alabama; three or 7.89 per cent from A & I State in Tennessee; three or 7.89 per cent from Alabama State.

Two or 5.26 per cent of the teachers received training from Miles College in Alabama; two or 5.26 per cent of the teachers from Tuskegee, in Alabama; one or 2.63 per cent from Eastern Kentucky, and one or 2.63 per cent of the teachers from Claflin, and one or 2.63 per cent from Florida A & M.

The remainder of 22 teachers received their basic training at institutions within the state of Georgia.

Institutions Which Graduate Credits Were Received

The data in Table 23 show the distribution of the institutions in which graduate credits were received by the educational personnel of the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data indicate that twenty-two or 64.46 per cent of the teachers had received graduate credits from Atlanta University, one or 2.63 per cent of the teachers had received credit from Tuskegee Institute, which is

TABLE 22

DISTRIBUTION OF THE INSTITUTIONS OUTSIDE OF GEORGIA
IN WHICH WAS RECEIVED THE BASIC TRAINING OF THE
EDUCATIONAL PERSONNEL IN THE NON-WHITE
ELEMENTARY SCHOOLS IN
COBB COUNTY, GEORGIA,
1966-1967

Institutions	Number	Per Cent
Miles (Alabama)	2	5.26
A & M Normal (Alabama)	3	7.89
A & I State (Tennessee)	3	7.89
Tuskegee (Alabama)	2	5.26
Eastern Kentucky (Kentucky)	1	2.63
Alabama State (Alabama)	3	7.89
Claflin (South Carolina)	1	2.63
Florida A & M	1	2.63
Georgia Colleges	22	57.86
Total	38	99.94

TABLE 23

DISTRIBUTION OF THE INSTITUTIONS IN WHICH GRADUATE
CREDITS WERE RECEIVED BY THE EDUCATIONAL PERSONNEL
OF THE NON-WHITE ELEMENTARY SCHOOLS IN
COBB COUNTY, GEORGIA, 1966-1967

Institutions	Number	Per Cent
Atlanta University	22	57.86
Tuskegee Institute	1	2.63
Univeristy of Cincinnati (Ohio)	1	2.63
No graduate credits earned	14	36.82
Total	38	99.94

located in Alabama, and one or 2.63 per cent of the teachers had received credits from the University of Cincinnati, which is located in Ohio.

Highest Diploma or Degree Held by Teachers

Table 24 presents the data on the distribution of the highest diploma or degree held by the educational personnel in the non-white elementary schools of Cobb County, Georgia, 1966-1967.

It is of interest to note that the data shows that thirty-four or 89.42 per cent of the teachers held bachelor's degrees, and four or 10.52 per cent held master's degrees.

TABLE 24

DISTRIBUTION OF THE HIGHEST DIPLOMA OR DEGREE HELD BY THE EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY SCHOOLS OF COBB COUNTY, GEORGIA, 1966-1967

Highest Degree	Number	Per Cent
Bachelor's	34	89.42
M.A.	4	10.52
Total	38	99.94

High School Curriculum Pursued by Personnel

Table 25 shows the distribution of the types of high school curriculum pursued and completed by the educational personnel of the non-white elementary schools in

Cobb County, Georgia, 1966-1967.

The data indicate that thirteen or 34.19 per cent of the teachers completed high schools with a general curriculum. Two or 5.26 per cent of the teachers completed commercial and vocational high schools. Eight or 21.04 per cent of the teachers completed teacher training high schools. The remaining seven or 18.41 per cent of the teachers gave no response to this category.

TABLE 25

DISTRIBUTION OF THE TYPES OF HIGH SCHOOL CURRICULUM
PURSUED BY THE EDUCATIONAL PERSONNEL OF THE
NON-WHITE ELEMENTARY SCHOOLS IN
COBB COUNTY, GEORGIA, 1966-1967

Types	Number	Per Cent
Commerce	2	5.26
Vocational	2	5.26
General	13	34.19
College Preparatory	8	21.04
Teacher-training	6	15.78
No response	7	18.41
Total	38	99.96

Field of Undergraduate Training

Table 26 shows the fields of undergraduate training of the educational personnel in the non-white elementary schools in Cobb County, Georgia, 1966-1967.

TABLE 26

DISTRIBUTION OF THE FIELDS OF UNDERGRADUATE TRAINING
OF THE EDUCATIONAL PERSONNEL IN THE NON-WHITE
ELEMENTARY SCHOOLS IN COBB COUNTY, GEORGIA
1966-1967

Subjects	Major	Per Cent	Minor	Per Cent
Elementary Education	17	44.71	8	21.04
Coaching athletics			2	5.26
Secondary Education	2	5.26	6	15.78
History	8	21.04		
Social Science	2	5.26	8	21.04
Mathematics			5	13.15
Business Administration	2	5.26		
Chemistry			1	2.63
Home Economics	2	5.26		
Library Science			2	5.26
Sociology	2	5.26	4	10.52
Music			2	5.26
No response	3	7.89		
Total	38	99.94	38	99.94

The data indicate that twenty-four or 63.18 per cent of the 38 selected teachers had graduate study majoring in the following fields: 17 or 44.71 per cent Elementary Education; three or 7.89 per cent Counseling and Guidance, two or 5.26 per cent Special Education, and one or 2.63 per cent each in Library Science and History.

Six teachers had done graduate study minoring in the following fields: two or 5.26 per cent in history; two or 5.26 per cent in coaching athletics, and two or 5.26 per cent in reading.

TABLE 27

DISTRIBUTION OF THE FIELDS OF GRADUATE TRAINING OF THE
EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY
SCHOOLS IN COBB COUNTY, GEORGIA, 1966-1967

Subject	Major	Per Cent	Minor	Per Cent
History	1	2.63	2	5.26
Elementary Education	17	44.71		
Coaching Athletics			2	5.26
Counseling and Guidance	3	7.89		
Reading			2	5.26
Library Science	1	2.63		
Special Education	2	5.26		
No graduate training	14	36.82		
Total	38	99.94		

Fields of Graduate Training of the Personnel

Table 27 reveals the distribution of the fields of graduate training of the educational personnel in the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data indicate that 24 or 63.18 per cent of the 38 selected teachers had graduate study majoring in the following fields: 17 or 44.71 per cent Elementary Education, three or 7.89 per cent counseling and Guidance, two or 5.26 per cent Special Education and one or 2.63 per cent each in Library Science and History.

Six teachers had done graduate study minoring in the following fields: two or 5.26 per cent in history, two or 5.26 per cent in coaching athletics and two or 5.26 per cent in reading.

Graduate Credits Earned

Table 28 show the distribution of the total number of graduate credits earned of the educational personnel in the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data reveal that the personnel earned graduate credits as follows: seven or 18.41 per cent had earned thirteen to eighteen semester hours, or nineteen to twenty-seven quarter hours; seven or 18.41 per cent had earned nineteen to twenty-four semester hours, or twenty-eight to thirty-six quarter hours; six or 15.78 per cent had earned two to six semester hours, or three to nine quarter hours. Five or 13.15 per cent earned seven to twelve semester hours, or ten to eighteen quarter hours; five or 13.15 per cent had earned twenty-five to thirty-six semester hours, or thirty-seven to forty-five quarter hours. A significant factor is that four or 10.52 per cent had earned Master degrees. Four or 11.52 per cent of the teachers had no graduate credits.

Credits Received in General Professional Education

Table 29 reveals the distribution of the total number hours credit in general professional education

TABLE 28

DISTRIBUTION OF THE TOTAL NUMBER OF GRADUATE CREDITS
EARNED BY THE EDUCATIONAL PERSONNEL IN THE NON-WHITE
ELEMENTARY SCHOOLS IN COBB COUNTY, GEORGIA, 1966-1967

Credits	Number	Per Cent
No graduate credit	4	10.52
2 to 6 semester hours 3 to 9 quarter hours	6	15.78
7 to 12 semester hours 10 to 18 quarter hours	5	13.15
13 to 18 semester hours 19 to 27 quarter hours	7	18.41
19 to 24 semester hours 28 to 36 quarter hours	7	18.41
25 to 30 semester hours 37 to 45 quarter hours	5	13.15
25 to 30 semester hours 37 to 45 quarter hours	4	10.52
Master's degree earned	4	10.52
Total	38	99.94

TABLE 29

DISTRIBUTION OF THE TOTAL NUMBER HOURS-CREDIT IN GENERAL
PROFESSIONAL EDUCATION SUBJECTS IN THE COLLEGE WORK OF
THE EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY
SCHOOLS IN COBB COUNTY, GEORGIA, 1966-1967

Credits	Number	Per Cent
2 to 6 semester hours 3 to 9 quarter hours	3	7.89
7 to 12 semester hours 10 to 18 quarter hours	2	5.26
	2	7.89

TABLE 29--Continued

Credits	Number	Per Cent
13 to 18 semester hours 19 to 27 quarter hours	3	7.89
19 to 24 semester hours 28 to 36 quarter hours	13	34.19
25 and over semester hours 37 and over quarter hours	11	28.93
No response	6	15.78
Total	38	99.94

subjects in college work of the 38 selected teachers in the study.

The data indicate that thirteen or 34.19 per cent of the teachers had 19 to 24 semester hours, or 28 to 36 quarter hours credit. Eleven or 28.93 per cent of the teachers had 25 and over semester hours, or 37 and over quarter hours credit. Three or 7.89 per cent each of the teachers had 2 to 6 semester hours, or 3 to 9 quarter hours, and 13 to 18 semester hours, or 19 to 27 quarter hours credit in general professional education subjects.

Two or 5.26 per cent of the teachers had 7 to 12 semester hours, or 10 to 18 quarter hours. Six or 15.78 per cent of the teachers did not indicate the extent to which they had earned general professional education.

Years of Experience of Personnel

Table 30 shows the distribution of the number of years experiences of the educational personnel in the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data indicate that for experience outside of Georgia, there were four or 10.52 per cent of the teachers with from one to three years experience; two or 5.26 per cent of the teachers with seven to nine years experience, and one or 2.63 per cent of the teachers with 10 to 12 years experience outside of Georgia.

The range of the personnel's experience in Georgia was interesting. There were six or 15.78 per cent of the teachers with one to three years experience, ten or 26.30 per cent had four to six years experience in Georgia; five or 13.15 per cent of the teachers had 13 to 15 years experience in Georgia; four or 10.52 per cent of the teachers had seven to nine years experience and 28 to 30 years experience; three or 7.89 per cent of the teachers had 10 to 12 years experience, and 25 to 27 years experience in Georgia; two or 5.26 per cent of the teachers had 19 to 21 years experience, and one or 2.63 per cent of the teachers gave no response to this item.

TABLE 30

DISTRIBUTION OF THE NUMBER OF YEARS EXPERIENCE OF THE EDUCATIONAL PERSONNEL
IN THE NON-WHITE ELEMENTARY SCHOOLS OF COBB COUNTY, GEORGIA, 1966-1967

Years Experience	<u>Outside Georgia</u>		<u>In Georgia</u>		<u>Present Position</u>		<u>In Cobb County</u>	
	No.	%	No.	%	No.	%	No.	%
1 - 3	4	10.52	6	15.78	10	26.30	8	21.04
4 - 6			10	26.30	6	15.78	9	23.67
7 - 9	2	5.26	4	10.52	4	10.52	5	13.15
10 - 12	1	2.63	3	7.89	6	15.78	3	7.89
13 - 15			5	13.15	8	21.04	3	7.89
16 - 18					3	7.89	4	10.52
19 - 21			2	5.26			2	5.26
22 - 24								
25 - 27			3	7.89			1	2.63
28 - 30			4	10.52			2	5.26
No response			1	2.63	1	2.63	1	2.63
Total	7		38	99.94	38	99.94	38	99.94

Grade Assignment of the Personnel

Table 31 shows the distribution of grade assignment of the educational personnel of the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data indicate that ten or 26.30 per cent of the teachers were assigned to the primary grades which included grades one through three. Nine or 23.67 per cent of the teachers were assigned to the elementary grades which included grades four through seven. Six or 15.69 per cent of the teachers were assigned to combination grades, namely, third and fourth grade combinations; second and third grade combination; and fourth and fifth grade combination. Two or 5.26 per cent of the teachers were assigned to eighth grade, three or 7.89 per cent were librarians, and two or 5.26 per cent of the teachers were assigned to teach sixth, seventh, and eighth grade Language Arts. Three or 7.89 per cent of the personnel were principals.

TABLE 31

DISTRIBUTION OF GRADE ASSIGNMENT OF THE EDUCATIONAL PERSONNEL
OF THE NON-WHITE ELEMENTARY SCHOOLS IN COBB COUNTY, GEORGIA
1966-1967

Positions	Number	Per Cent
Primary grades 1-3	10	26.30
Elementary grades 4-7	9	23.67
Principal	3	7.89
3 & 4 combination	3	7.89
4 & 5 combination	1	2.63
Eighth	2	5.26
2 & 3 combination	2	5.26

TABLE 31-Continued

Positions	Number	Per Cent
Librarian	3	7.89
General Science	3	7.89
Language Arts (6-7-8)	2	5.26
Total	38	99.94

Supervision and Training in
Extra-Curricular Activities

Table 32 shows the distribution of the supervision in extra-curricular activities of the educational personnel of the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data indicate that five or 13.15 per cent of the teachers had supervised and had training in athletics. Five or 13.15 per cent of the teachers supervised the Safety Patrol. One or 2.63 per cent of the teachers supervised the Boy Scouts, whereas, three or 7.89 per cent had training in Boy Scouting. Four or 10.52 per cent of the teachers had supervised Girl Scouts and three, or 7.89 per cent had Girl Scout training. Five or 13.15 per cent supervised Boy's 4-H Club and Girl's 4-H Club, even though one or 2.63 per cent had training in 4-H Club work. Five or 13.15 per cent of the teachers supervised student councils and one or 2.63 per cent had training in student council work.

It was interesting to note that ten or 26.30 per cent of the teachers gave no response to this item. The remaining four or 10.52 per cent of the teachers supervised Junior Red Cross, Fire Patrol, and Child Guidance.

TABLE 32

DISTRIBUTION OF THE SUPERVISION AND TRAINING IN
EXTRA-CURRICULAR ACTIVITIES OF THE EDUCATIONAL
PERSONNEL OF THE NON-WHITE ELEMENTARY SCHOOLS
IN COBB COUNTY, GEORGIA, 1966-1967

Extra-Curricular Activities	<u>Supervision</u>		<u>Training</u>	
	No.	% of Total of 38 Teachers	No.	% of Total of 38 Teachers
Athletics	5	13.15	5	13.15
Boy Scouts	1	2.63	3	7.89
Girl Scouts	4	10.52	3	7.89
Cub Scouts			1	2.63
Brownies			1	2.63
Junior Red Cross	2	5.26		
Safety Patrol	5	13.15		
Fire Patrol	1	2.63		
Student Council	5	13.15		
Child Guidance	1	2.63		
Boys 4-H Club	5	13.15		
Girls 4-H Club	5	13.15		
No response	10	26.30		
<hr/>				
Total				

Present Position of Teachers

Table 33 shows the distribution of the present positions held by the educational personnel of the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data indicate that twenty-seven or 71.01 per cent of the personnel are classroom teachers. Three or 7.89 per cent of the personnel are principals. Three or 7.89 per cent of the personnel are physical education teachers; three or 7.89 per cent are librarians, and one or 2.63 per cent is a visiting teacher, and one or 2.63 per cent is a music supervisor.

The results were not unusual for it was understood that most of the positions available were for the classroom teacher.

TABLE 33

DISTRIBUTION OF THE PRESENT POSITIONS HELD BY THE EDUCATIONAL PERSONNEL OF THE NON-WHITE ELEMENTARY SCHOOLS IN COBB COUNTY, GEORGIA, 1966-1967

Position	Number	Per Cent
Principal (full time)	3	7.89
Classroom Teacher	27	71.01
Music Supervisor	1	2.63
Physical Education Teacher	3	7.89
Special Library Service	3	7.89
Visiting Teacher	1	2.63
Total	38	99.94

Personnel's Reasons for Present
Employment and Positions

Table 34 reveal the distribution of the reasons for employment in the present positions of the educational personnel in the non-white elementary schools in Cobb County, Georgia, 1966-1967.

The data indicate that six or 15.78 per cent of the teachers were employed because the predecessor left to enter another occupation; four or 10.52 per cent of the teachers held newly created positions; five or 13.15 per cent of the teachers were employed at present position because predecessor left to join husband elsewhere, or marriage. Three or 7.89 per cent of the teachers' predecessors had retired; two or 5.26 per cent of the teachers' predecessors had died.

It was interesting to note that one or 2.63 per cent of the teachers' predecessors was promoted to principal of their same school; three or 7.89 per cent of the teachers' predecessors left to teach elsewhere in the system; five or 13.15 per cent gave reasons other than the ones stated in the table. Seven or 18.41 per cent of the teachers gave no response to this item.

TABLE 34

DISTRIBUTION OF THE REASONS EMPLOYED IN PRESENT POSITION OF
THE EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY
SCHOOLS OF COBB COUNTY, GEORGIA, 1966-1967

Reasons	Number	Per Cent
Predecessor retired	3	7.89
Predecessor died	2	5.26
Predecessor left to teach elsewhere in the system	3	7.89
Predecessor promoted to principal of same school	1	2.63
Predecessor left to join husband elsewhere, or marriage	5	13.15
Predecessor left to enter another occupation	6	15.78
Predecessor on leave of absence (ill, continuing education, etc.)	2	5.26
Hold newly created position	4	10.52
No response	7	18.41
Other	5	13.15
Total	38	99.94

Highest Educational Level of Parents

Table 35 shows the distribution of the highest educational level of parents of the educational personnel in the non-white elementary schools of Cobb County, Georgia, 1966-1967.

TABLE 35

DISTRIBUTION OF THE HIGHEST EDUCATIONAL LEVEL OF PARENTS OF
THE EDUCATIONAL PERSONNEL IN THE NON-WHITE ELEMENTARY
SCHOOLS OF COBB COUNTY, GEORGIA, 1966-1967

Educational Level	Father		Mother	
	No.	Per Cent	No.	Per Cent
Primary	2	5.26		
Elementary (lower)	3	7.89	5	13.15
Elementary (middle)	2	5.36		
Elementary (upper)	8	21.04	6	15.78
Junior High	3	7.89	4	10.52
Senior High	4	10.52	1	2.63
High School Diploma	5	13.15	6	15.78
Junior College	5	13.15	5	13.15
Senior College	1	2.63	3	7.89
M.A. Degree			1	2.63
Post Graduate Study	1	2.63		
Special Attainment			1	2.63
No response	4	10.52	6	15.78
Total	38	99.94	38	99.94

The data indicate that eight or 21.04 per cent of the fathers, and six or 15.78 per cent of the mothers had upper elementary education; three or 7.89 per cent of the fathers, and five or 13.15 per cent of the mothers had lower elementary education; two or 5.26 per cent of the fathers had middle elementary education.

It was interesting to note that the education of the parents ranged from primary to special attainment. Five or 13.15 per cent of the fathers, and six or 15.78 per cent of the mothers had received high school diplomas. Five or 13.15 per cent of the fathers and five or 13.15 per cent of the

mothers had junior college education. Ten or 26.30 per cent of the parents gave no response to this item.

Certification Status of the Personnel
for Years 1962-1967

Table 36 shows the distribution of the certification status of the educational personnel in the non-white elementary school in Cobb County, Georgia, for the years 1962-1967.

The data indicate that for the year 1962-1963, ten or 2.30 per cent of the teachers had four-year professional certificates; seven or 18.41 per cent of the teachers had four-year life certificates; three or 7.89 per cent of the teachers had principal provisional certificates, and one or 2.63 per cent of the teachers each had five-year professional and principal professional certificates.

For the year 1964-1965, the certification status of the teachers remained the same with the exception of four or 10.52 per cent additional teachers with four-year professional certificates which made eighteen or 47.34 per cent of the teachers with four-year professional certificates.

For the year 1965-1966, there was a change in the certification of teachers with four-year professional certificates, principal provisional, and principal professional. Twenty-seven or 71.01 per cent of the teachers had four-year professional certificates; one or 2.63 per cent of

TABLE 36

DISTRIBUTION OF THE CERTIFICATION STATUS OF THE EDUCATIONAL PERSONNEL IN THE
NON-WHITE ELEMENTARY SCHOOL IN COBB COUNTY, GEORGIA, FOR THE YEARS 1962-1967

Type of Certificate	<u>1962 - 1963</u>		<u>1963 - 1964</u>		<u>1964 - 1965</u>		<u>1965 - 1966</u>		<u>1966 - 1967</u>	
	No.	%	No.	%	No.	%	No.	%	No.	%
T-4 (4 yr. professional)	10	26.30	14	38.82	18	47.34	27	71.01	26	68.38
B-4 (4 yr. provisional)									1	2.63
D-4 (4 yr. life)	7	18.41	7	18.41	7	18.41	7	18.41	7	18.41
T-5 (5 yr. professional)	1	2.63	1	2.63	1	2.63	1	2.63	1	2.63
P-4 (Principal provisional)	3	7.89	3	7.89	3	7.89	1	2.63		
P-5 (Principal professional)	1	2.63	1	2.63	1	2.63	2	5.26	3	7.89
Total	22		26		30		38	99.94	38	99.94

the teachers had principal provisional certificates, and two or 5.26 per cent of the teachers had principal professional certificates.

For the year 1966-1967, the data indicated the certification status as follows: twenty-six or 68.38 per cent of the teachers had four-year professional certificates; one or 2.63 per cent of the teachers had a four-year provisional certificate; seven or 18.41 per cent of the teachers had four-year life certificates; one or 2.63 per cent of the teachers had a five-year professional certificate, and three or 7.89 per cent of the teachers had principal professional certificates.

It was interesting to note the increase in the four-year professional certificates held by the educational personnel in Cobb County, Georgia. The school system is continuing to upgrade the academic and professional status of teachers, principals, and supervisors.

CHAPTER III

SUMMARY AND CONCLUSIONS

Recapitulation of Theoretical Basis of Study

Rationale

In the fall of 1966, thousands of public school teachers in southern states had new teaching experiences. They taught children in integrated classrooms for the first time. The number of teachers involved will double in most of the southern cities in 1967 in compliance with federal guidelines. Teachers had to be prepared to conduct effective instructional programs under the new conditions.

In recent years, the scholastic requirements for teacher certification have been greatly raised, which included social, economic, academic, and professional training status. The traits of qualifications of the educational personnel has definitely influenced the upgrading of certification of the personnel.

During the past decade, the public schools of Cobb County, Georgia, have been marked by substantial improvement in physical facilities of plant and equipment, and promising revision of the curricular.

The present study was concerned with determining the certification status of thirty-eight teachers serving the

non-white elementary schools of Cobb County, Georgia, for the year 1966-1967.

Evolution of Study

As a classroom teacher, the writer had observed the steady increase of in-service teachers taking advance study, and taking advantage of in-service courses offered teachers.

The writer felt that it would be worthwhile to investigate the training of the non-white teaching personnel of the elementary schools in Cobb County. It was conceivable that the training of the teaching personnel was adequate to meet the needs of teachers on the job.

Contribution to Educational Knowledge

The writer believed that this study would show the extent to which the non-white educational personnel possessed or was in the process of acquiring necessary qualifications which would enable them to adequately meet the demands of the improved educational facilities and programs that were being inaugurated in the public schools of Cobb County.

Statement of Problem

The problem involved in this study was to determine the status factors of academic training, professional training, certification, salary,

assignment, and socio-economic backgrounds of the teaching personnel in the non-white elementary public schools of Cobb County, Georgia, 1966-1967, as was revealed through a questionnaire-survey, conducted among the members.

Purpose of Study

The major purpose of this study was to make a study of the teaching personnel in the non-white elementary school system of Cobb County, Georgia, for the year 1966-1967. More specifically, the purpose of this study was to answer the following questions:

1. What were the academic and professional training and the educational background of the non-white public elementary school personnel of the Cobb County system for the year 1966-1967 as determined by:
 - (a) College training;
 - (b) Graduate training;
 - (c) Non-college training and experiences?
2. What types of teaching certificates were held by Cobb County non-white elementary school personnel, 1966-1967?
3. What extent to which teachers were working in and out of their respective fields of preparation for certification?
4. What were the socio-economic backgrounds of the Cobb County elementary school personnel?
5. What were the teaching experiences and tenure of the personnel members?
6. What were the institutions in which members of the personnel received their training?

7. What are the professional organizations in which the teachers hold membership?
8. What conclusions, implications, and recommendations can be derived from the analysis and the interpretation of the findings of this study?

Scope and Limitations of the Study

The major limitations of this study inhered in the fact that the questionnaire was the main instrument for collecting the data. Much of the required data was not on file in the official personnel records of the schools.

Definitions of Terms

The following definitions were considered in this study:

1. "Educational Personnel," referred to all persons, including teachers, principals, and supervisors, who were employed directly, or who were concerned with teaching in the non-white public schools of Cobb County, Georgia, for the year 1966-1967.
2. "Educational Status," referred to such factors as training, experiences, tenure, salary, domiciliary status, civic and professional participation, certification, etc.
3. "Professional Training," referred to all the specified training in professional courses received by all the non-white elementary school teachers for the purpose of proficiency in teaching in the field of elementary education.
4. "Background," referred to selected factors of the social strata and economic levels from which the non-white educational personnel of Cobb County, Georgia, has been recruited.

Recapitulation of the Research-Design

The significant aspects of the locale and designs of this research are characterized in the statements below:

1. Locale--This study was conducted in Cobb County, Georgia, which is located in North Central Georgia, adjacent to Atlanta (Fulton County, and part of the Greater Atlanta Metropolitan Area, as designated by the Bureau of the Census), and established in 1832.
2. Period of study--This study was conducted during the 1966-1967 school year.
3. Method of research--The Descriptive-Survey Method of research, employing the technique of a questionnaire, was used to gather the data needed for this study.
4. Subjects--The subjects involved in this study were 38 (12 male and 26 female) members of the educational personnel of the non-white elementary schools in Cobb County, Georgia, 1966-1967.
5. Instruments--The instrument used was a questionnaire specifically designed to obtain data with reference to the socio-economic background, academic, and professional training, certification, salary, assignment, and professional activities of the members of the educational personnel.
6. Research procedure--The procedural steps which were used in conducting this study are indicated below:
 - a) The related literature pertinent to this study was reviewed, summarized, and presented in the thesis copy.

- b) The supervisor and principals and teachers were asked to cooperate in carrying out the study.
- c) The subjects were properly approached and instructed as to the scope and purposes of the study to be conducted.
- d) The questionnaire was designed to meet the needs of this study and was constructed and validated under the supervision of competent workers in the area of educational research.
- e) The questionnaire was circulated to the entire Cobb County non-white elementary schools.
- f) The returned questionnaires were checked and rechecked for fullness and accuracy of responses against other sources having the same data, with rejection of all returned questionnaires which were not usable in this study.
- g) The data derived from the questionnaires and records was assembled and presented in proper figures, and tables were designed, analyzed, and interpreted.
- h) The findings, implications, conclusions, and recommendations as derived from the analysis and interpretation of the data are presented in this finished thesis copy.

Summary and Basic Findings

The findings which follow were drawn directly from the interpretation of the data collected in this study.

The various aspects and factors concerning the personnel in the non-white elementary schools of Cobb County, Georgia, as presented, analyzed, and interpreted in Chapter II, will be summarized at this point.

Ages of the Educational Personnel
Entering the Teaching Profession
Table 1

The data revealed that 17 or 44.71 per cent and 13 or 34.19 per cent of the educational personnel entered the profession between the ages of 24-26 and 21-23 years, whereas 4 or 10.52 per cent, 2 or 5.26 per cent, and 2 or 5.26 per cent entered between the ages of 25-27, 18-20 years, respectively.

Ages of the Educational Personnel
Table 2

The data revealed that 8 or 21.04 per cent, 6 or 15.78 per cent of the personnel were between the ages of 25-27 years and 22-24 years, respectively. Also, 3 or 7.89 per cent each 34-36, 43-45, and 49-51 years, respectively; 2 or 5.26 per cent each were 28-30, 37-39, 52-54, 58-60, and 61 and over, respectively; and 5 or 13.15 per cent of the personnel were 40-42 years.

Early Environment Status of the
Educational Personnel
Table 3

The data revealed that 11 or 29.93 per cent of the educational personnel were reared in the open country environment; 10 or 26.30 per cent were reared in cities within a population between 2,500-9,999; 4 or 10.52 per cent were reared in cities (10,000-99,000 population); and 13 or 34.19 per cent were in cities 100,000 population and over.

Marital Status of the Parents
of the Educational Personnel
Table 4

The data revealed that 21 or 55.23 per cent of the personnel were married; 8 or 20.04 per cent were divorced; 3 or 7.89 per cent were married; 2 or 7.89 per cent were

widows, and 1 or 2.63 per cent were separated; 3 or 7.89 per cent gave no response to this item.

Marital Status of the Educational
Personnel
Table 5

The data revealed that 18 or 47.34 per cent of the personnel were married; 3 or 7.89 per cent each were separated, divorced, a widow or widower; 8 or 21.04 per cent were single; 3 or 7.89 per cent did not respond to this item.

Religious Preference of the Educational
Personnel's Parents
Table 6

The data revealed that the majority of the personnel's parents preferred Baptist, 27 or 71.01 per cent; 20 or 52.50 per cent were Methodist; 2 or 3.26 per cent preferred Roman Catholic; 3 or 7.89 per cent preferred the Congregational faith; 5 or 13.15 per cent preferred Presbyterian; 5 or 13.15 per cent preferred Seventh Day Adventist; 4 or 10.52 per cent, Church of God in Christ, and 2 or 5.26 per cent preferred Jehovah Witness.

Religious Preference of the Personnel
Table 7

The data revealed that 20 or 52.60 per cent of the personnel preferred the Baptist religion. Nine or 23.67 per cent preferred Methodist; 9 or 23.67 preferred Roman Catholic, Presbyterian, Congregationist, Seventh Day Adventist, and Church of God in Christ, respectively.

Children of Educational Personnel
Table 8

The data revealed that 5 or 13.15 per cent of the personnel had one child; 8 or 21.04 per cent, 7 or 18.41 per cent, 2 or 5.26 per cent of the personnel had two, three, and four children, respectively. Fourteen or 36.82 per cent did not have any children, and 2 or 5.26 per cent did not respond to this item.

Children of the Educational Personnel's
Parents
Table 9

The data revealed that 5 or 13.15 per cent of the

parents had one child, 8 or 21.04 per cent, 7 or 18.44 per cent, 8 or 21.04 per cent, 5 or 13.15 per cent, and 3 or 7.89 per cent had two, three, four, five, and six or more, respectively. Four or 10.52 per cent gave no response to this item.

Dependents of the Educational
Personnel
Table 10

The data revealed that 3 or 7.89 per cent of the personnel had no dependents, 12 or 31.56 per cent, 9 or 23.67 per cent, 8 or 21.04 per cent, and 2 or 5.26 per cent had one, two, three, and four dependents, respectively. Four gave no response to this item.

Occupation of the Educational
Personnel's Parents (Father)
Table 11

The data revealed that 5 or 13.15 per cent of the fathers were unskilled laborers; 4 or 10.52 per cent each of the fathers were railroad workers, truck drivers, and self-employed, respectively, whereas 3 or 7.89 per cent were farmers and 2 or 10.52 per cent each were carpenters, teachers, and brick masons. One or 2.63 per cent each was a barber, plumber, fireman, postman, and janitor. One or 2.63 per cent was in the Army; 6 or 15.78 per cent gave no response to this item.

Occupation of the Educational
Personnel's Parents (Mother)
Table 12

The data revealed that 15 or 39.45 per cent of the mothers were housewives; 5 or 13.15 per cent, 4 or 10.52 per cent, 4 or 10.52 per cent were teachers or principals, seamstresses, and did domestic work, respectively; two or 5.26 per cent were office maids; 1 or 2.63 per cent each, drill press operator, nurse, and beautician, respectively. Five or 13.15 per cent gave no response to this item.

Occupational Monthly Income of
Parents of the Educational
Personnel
Table 13

The data revealed that 6 or 15.78 per cent of the

parents' income was less than \$100.00 per month; 4 or 10.52 per cent; 8 or 21.04 per cent salary range was \$151.00 to \$200.00; 2 or 5.56 per cent was \$101.00 to \$150.00; 4 or 10.52 per cent was a range of \$201.00 to \$250.00; 5 or 13.15 per cent was \$251.00 to \$300.00; 3 or 7.89 per cent of the mothers' salary was \$301.00 to \$350.00; 6 or 15.78 per cent was \$351.00 to \$400.00; 3 or 7.89 per cent was \$401.00 to \$450.00; 6 or 15.78 per cent, \$501.00 and over.

Residential Status of the Parents
of the Educational Personnel
Table 14

The data revealed that 10 or 26.30 per cent of the parents rent; 15 or 39.45 per cent own their home; 3 or 7.89 per cent own home and farm; 2 or 5.26 per cent own home or business; 8 or 21.04 per cent gave no response.

Church Attendance of the Educational
Personnel
Table 15

The data revealed that 6 or 15.80 per cent of the personnel attended church monthly; 7 or 18.42 per cent bi-monthly; 3 or 7.89 per cent, tri-monthly; 16 or 42.11 per cent, 2 or 5.26 per cent, every Sunday and bi-weekly; respectively. Four or 10.52 per cent gave no response.

Church Attendance of the Parents
of the Educational Personnel
Table 16

The data revealed that 18 or 47.34 per cent of the parents attended church each Sunday; 6 or 15.78 per cent, 5 or 13.15 per cent, and 2 or 5.26 per cent, attended church bi-monthly, tri-weekly, and tri-monthly, respectively. Five or 13.15 per cent gave no response to this item.

Church Offices Held by Parents
of the Educational Personnel
Table 17

The data revealed that 12 or 31.56 per cent of the fathers were deacons; 7 or 18.43 per cent of the mothers were deaconesses; 3 or 7.89 per cent each of the fathers were trustees and stewards. One or 2.63 per cent of the fathers and 3 or 7.89 per cent of the mothers were class

leaders; 2 or 5.26 per cent of the fathers, and 8 or 21.04 per cent of the mothers were choir members; 4 or 10.52 per cent each of the mothers were on the mother's board and were church clerks; 1 or 2.63 per cent, 2 or 5.26 per cent, 3 or 7.89 per cent, and 2 or 5.26 per cent of the fathers were president of an auxiliary, superintendent of Sunday School, Sunday School teachers, and church treasurers, respectively. Eight or 21.04 per cent, 1 or 2.63 per cent each of the mothers were Sunday School teachers, superintendent of Sunday School, and president of an auxiliary, respectively. Thirteen or 34.19 per cent of the fathers and 9 or 23.67 per cent of the mothers gave no response to this item.

Church Office(s) Held by the Personnel
Table 18

The data revealed that 7 or 18.41 per cent of the personnel were deacons, and 6 or 15.78 per cent were deaconesses. One or 2.63 per cent each were stewardesses church clerk, and Sunday School teacher. Eleven or 28.93 per cent gave no response to this item.

Factors for Educational Personnel
Entering the Teaching Profession
Table 19

The data revealed that 9 or 23.67 per cent of the personnel's reasons for teaching were for financial returns; 8 or 21.04 per cent, 7 or 18.41 per cent, 11 or 28.93 per cent, and 2 or 5.26 per cent's reasons were love of the profession, the support of the family, love for children, and to make a contribution to the race, respectively. One or 2.63 per cent of the teachers gave no response to this item.

Organizations in Which the Educational
Personnel Hold Membership
Table 20

The data revealed that 5 or 13.15 per cent of the personnel were members of the Georgia Teacher's Education Association. The remaining 33 or 86.79 per cent each were members of the National Education Association; Local County Teacher's Association, and Georgia Education Association.

Institutions Within Georgia Where
Educational Personnel Received
Basic Training
Table 21

The data revealed that 8 or 21.04 per cent of the personnel received basic training from Morris Brown College; 6 or 15.78 per cent, 4 or 10.52 per cent; one or 2.63 per cent, and 3 or 7.89 per cent received basic training from Clark College, Fort Valley, West Georgia, and Savannah State College, respectively.

Institutions Outside Georgia Where
Educational Personnel Received
Basic Training
Table 22

The data revealed that 3 or 7.89 per cent of the personnel received basic training from A & M Normal in Alabama, 3 or 7.89 per cent each from A & I State in Tennessee and Alabama State. Two or 5.26 per cent each from Miles College in Alabama, and one or 2.63 per cent each from Eastern Kentucky, Claflin in South Carolina, and Florida A & M.

Institutions Where Graduate Credits Were
Earned by the Educational Personnel
Table 23

The data revealed that 22 or 64.46 per cent of the personnel had received graduate credits from Atlanta University. One or 2.63 per cent each from Tuskegee Institute in Alabama, and the University of Cincinnati.

Highest Diploma/Degree Held by the
Educational Personnel
Table 24

The data revealed that 34 or 89.42 per cent of the personnel held bachelor degrees and 4 or 10.52 per cent held master's degrees.

The Type of High School Curriculum Pursued
and Completed by the Educational
Personnel
Table 25

The data revealed that 13 or 34.10 per cent of the personnel completed high schools with a general curriculum.

Two or 5.26 per cent each completed commercial and vocational high school; 8 or 21.04 per cent completed teacher training high schools, and 7 or 18.41 per cent did not respond to this item.

Field of Undergraduate Training
Table 26

The data revealed that 17 or 44.71 per cent of the personnel majored and 8 or 21.04 per cent minored in elementary education. Two or 5.26 per cent of the teachers each majored in Secondary Education, Social Science, Business Administration, Home Economics, and Sociology; 8 or 21.04 per cent majored in History. Three or 7.89 per cent gave no response.

Eight or 21.04 per cent; 6 or 15.78 per cent; 5 or 13.15 per cent; 3 or 7.89 per cent of the teachers minored in Social Science, Secondary Education, Mathematics, and Chemistry, respectively. Two or 5.26 per cent of the teachers each minored in Coaching Athletics, Library Science, and Music.

Fields Represented in Graduate Training of the
Educational Personnel
Table 27

The data revealed that 17 or 44.71 per cent of the educational personnel had graduate study majoring in the following fields: 10 or 26.30 per cent in Elementary Education; 3 or 7.89 per cent Counseling and Guidance; 2 or 5.26 per cent Special Education, and 1 or 2.63 per cent each in Library Science and History. Two or 5.26 per cent each of the teachers minored in History, Coaching Athletics, and Reading.

Graduate Training (Semester Hours)
of the Educational Personnel
Table 28

It was found that 7 or 18.41 per cent of the personnel earned 18 semester hours, 7 or 18.41 per cent, 6 or 15.78 per cent, 19 to 24 semester hours, and 2 to 6 semester hours, respectively; five or 13.15 per cent each earned 7 to 12 semester hours and 25 to 36 semester hours. Four or 11.52 per cent earned M.A. degrees and 4 or 11.52 per cent had no graduate credits.

Credits Received in General Professional
Education
Table 29

The data revealed that 13 or 34.19 per cent had 19 to 24 semester hours, 11 or 28.93 per cent had 25 and over semester hours, 3 or 7.89 per cent each had 2 to 6 semester hours, 13 to 18 semester hours, 2 or 5.26 per cent had 7 to 12 semester hours, and 6 or 15.78 per cent of the teachers did not indicate any credits earned in general professional education.

Years of Experience of Educational
Personnel
Table 30

The data revealed that 4 or 10.52 per cent, 2 or 5.26 per cent, and 1 or 2.63 per cent of the teachers had 1-3 years, 7-9 years, and 10-12 years experience outside of Georgia, respectively.

The data revealed that 6 or 15.78 per cent, 10 or 26.30 per cent, 5 or 13.15 per cent, and 4 or 10.52 per cent of the teachers had 1-3 years, 4-6 years, 13-15 years, and 7-9 years experience in Georgia, respectively. Also, 4 or 10.52 per cent of the teachers had 28-30 years experience, 3 or 7.89 per cent each had 10-12 years, 25-27 years experience, 2 or 5.26 per cent had 19-21 years, and 1 or 2.63 per cent gave no response to this item.

The data on the present position of the Educational Personnel revealed that 10 or 26.30 per cent of the teachers had held their present position 1-3 years. Six or 15.78 per cent each for 4-6, and 10-12 years, 8 or 21.04 per cent; 4 or 10.52 per cent, 3 or 7.89 per cent of the teachers had held their present position 13 to 15 years, 7-9 years, and 16-18 years, respectively.

The data revealed that 9 or 23.67 per cent, 8 or 21.04 per cent, 5 or 13.15 per cent, and 4 or 10.52 per cent of the teachers had experience teaching in Cobb County, Georgia, 1-3 years, 4-6 years, 7-9 years, and 16-18 years, respectively. Also 3 or 7.89 per cent each of the teachers had experience of 10 to 12 years and 13 to 15 years in Cobb County; two each had 19-21 years, and 28 to 30 years, 1 or 2.63 per cent had 25-27 years experience.

Grade Assignment of the Personnel
Table 31

The data revealed that 10 or 26.30 per cent of the

teachers were assigned to primary grades, 9 or 23.67 per cent had elementary grades, and 6 or 15.69 per cent to combination grades, also 2 or 5.26 per cent each to eighth grade, and sixth, seventh, and eighth grade Language Arts. Three or 7.89 per cent each were librarians and principals.

Supervision and Training in Extra-Curricular
Activities
Table 32

The data revealed that 5 or 13.15 per cent of the teachers had supervised and had training in athletics. 5 or 13.15 per cent supervised Safety Patrol; 1 or 2.63 per cent supervised Boy Scouts whereas 3 or 7.89 per cent had training in Scouting. Four or 10.52 per cent, 5 or 13.15 per cent, 5 or 13.15 per cent of the teachers supervised Girl Scouting, 4-H Clubs, and student councils, respectively. Also, 4 or 10.52 per cent of the teachers supervised Junior Red Cross, Fire Patrol, and Child Guidance. Three or 7.89 per cent, 1 or 2.63 per cent, and 1 or 2.63 per cent of the teachers had training in Girl Scouting, 4-H Club work and student council work, respectively.

Present Positions of Teachers
Table 33

The data revealed that 27 or 71.01 per cent of the teachers were classroom teachers. Three or 7.89 per cent each were principals, physical education teacher, and special library service. Also 1 or 2.63 per cent each was a music supervisor and visiting teacher.

Personnel's Reasons for Present Employment
and Positions
Table 34

The data revealed that 6 or 15.78 per cent, 4 or 10.52 per cent, and 5 or 13.15 per cent of the teachers were employed because the predecessor left to enter another occupation, newly created positions and predecessor left to join husband, respectively. Also, 3 or 7.89 per cent of the teachers' predecessors had retired, and 2 or 5.26 per cent had died.

The data also revealed that 1 or 2.63 per cent, 3 or 7.89 per cent, and 5 or 13.15 per cent of the teachers were employed because their predecessors were promoted to principal, teach elsewhere, and reasons other than the ones stated on the table, respectively.

Highest Educational Level
of Parents
Table 35

The data revealed that 8 or 21.04 per cent, 3 or 7.89 per cent, and 2 or 5.26 per cent of the fathers had upper elementary, lower elementary, and middle elementary education, respectively. Also, 5 or 13.15 per cent each had high school diplomas and junior college education.

The data revealed that 6 or 15.78 per cent, 5 or 13.15 per cent, and 6 or 15.78 per cent of the mothers had upper elementary education, lower elementary education, and high school diplomas, respectively. Five or 13.15 per cent of the mothers had junior college education. One or 2.63 per cent of the mothers had special attainment. Ten or 26.30 per cent did not respond to this item.

Certification Status of the Educational
Personnel for Years 1962-1967
Table 36

1962-1963--The data revealed that 10 or 26.30 per cent, 7 or 18.41 per cent, 3 or 7.89 per cent, and 2.63 per cent of the teachers had 4-year professional, 4-year life, provisional principal, 5-year professional, and professional principal certificates, respectively.

1963-1964--The data revealed that 14 or 38.82 per cent, 7 or 18.41 per cent, 3 or 7.89 per cent, and 1 or 2.63 per cent of the teachers had 4-year professional, 4-year life, principal provisional, and 5-year professional certificates, respectively. Also, 1 or 2.63 per cent had a principal professional certificate.

1964-1965--The data revealed that the certification status remained the same with the exception of 4 or 10.52 per cent additional teachers with 4-year professional certificates which made 18 or 47.34 per cent.

1965-1966--The data revealed that 27 or 71.01 per cent, 7 or 18.41 per cent, and 2 or 5.26 per cent of the teachers had a 4-year professional, 4-year life, and principal professional, respectively. Also 1 or 2.63 per cent each held a 5-year professional and a principal provisional.

1966-1967--The data revealed that 26 or 68.38 per cent, 7 or 18.41 per cent, and 3 or 7.89 per cent of the teachers had 4-year professional, 4-year life, and principal professional certificates, respectively. Also, 1 or 2.63 per cent each had 4-year provisional and 5-year professional.

Conclusions

The analysis and interpretation of the data on the non-white elementary educational personnel of Cobb County, Georgia, for the school year 1966-1967, would appear to warrant the following conclusions:

1. The data indicated that the non-white elementary educational personnel of Cobb County, Georgia, possesses a high degree of professional consciousness and pride as shown by the number of memberships held by these teachers in local, state, and national professional organizations.
2. The data appeared to warrant the conclusion that the non-white elementary educational personnel of Cobb County, Georgia, showed a rather proportionate number among the large city population, small city population, and open country population.
3. The data indicated that all of the elementary educational personnel of Cobb County, Georgia, held certificate ratings of a four-year college training.
4. The majority of the elementary educational personnel employed in Cobb County, Georgia, preferred and received their academic and professional training in the state of Georgia.

Implications

The analysis and interpretation of the data of this research appeared to warrant the following implications:

1. It appeared from the data that the educational personnel in the non-white elementary schools of Cobb County, 1966-1967, was aware of more adequate preparation for the jobs in which the personnel was employed.

2. It is observed from the data that the largest percentage of the teachers entered the profession between the ages of twenty-one to twenty-six years; it appears that this profession was their original choice.
3. It is observed from the data that all of the educational personnel in the non-white elementary schools of Cobb County, Georgia, 1966-1967, indicated a religious preference.

Recommendations

An analysis and interpretation of the data pertinent to the non-white elementary educational personnel of Cobb County, Georgia, for the period 1966-1967, appears to warrant and justify the following recommendations:

1. It is recommended that more of the educational personnel become prepared and active in selected extra-curricular activities.
2. It is recommended that the Cobb County system continue to employ those teachers with the highest academic and professional qualifications, as well as personal fitness in replacing those positions left vacant for whatever causes.
3. It is recommended that more of the educational personnel of Cobb County, Georgia, study toward the Master's degree level.

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VITA

NAME: Naomi Knox Andrews

EDUCATION: High School, Atlanta
University Laboratory
High School; A.B., Clark
College.

EXPERIENCE: Teacher in the Atlanta
Public School System,
1949 to present.

PERSONAL INFORMATION: Married, Methodist. Member
NEA, GTEA. Member Iota
Phi Lambda Sorority.

A P P E N D I X

A STUDY OF THE TEACHING PERSONNEL IN THE SELECTED
ELEMENTARY SCHOOLS OF COBB COUNTY, GEORGIA
1966-1967

QUESTIONNAIRE

Directions

This is a questionnaire for administrators, supervisors, classroom teachers, and special teachers who are serving elementary schools in Cobb County, Georgia, 1966-1967.

This questionnaire has been constructed so as to make your task in answering it as easy as possible. It consists of items designated by Arabic numerals. Most of the items apply to all and call for only a checkmark. A few items, however, apply only to specific people and are indicated with a star (*), items 29, 30, 31, 32, 34, 35, 36, and 39, respectively.

Each item has been devised so as to demand the minimum amount of subjective judgment and writing. This has resulted in a bulky questionnaire, but you will find it unusually convenient to answer. Please be as conscientious and accurate as possible in all your answers.

1. Indicate with a cross (x) your marital status.

(a) _____ Single	(d) _____ Divorced
(b) _____ Married	(e) _____ Separated
(c) _____ Widow or Widower	

2. Indicate with a cross (x) the age group below which best represents your age in years to your nearest birthday.

- | | |
|------------------------------|--------------------------|
| (a) _____ 18 years and below | (i) _____ 40 to 42 years |
| (b) _____ 19 to 21 years | (j) _____ 43 to 45 years |
| (c) _____ 22 to 24 years | (k) _____ 46 to 48 years |
| (d) _____ 25 to 27 years | (l) _____ 49 to 51 years |
| (e) _____ 28 to 30 years | (m) _____ 52 to 54 years |
| (f) _____ 31 to 33 years | (n) _____ 55 to 57 years |
| (g) _____ 34 to 36 years | (o) _____ 48 to 60 years |
| (h) _____ 37 to 39 years | (p) _____ 61 and over |

3. Indicate with a cross (x) your early environment.
(Where you spent most of your life up until the age of 21 years). Be sure to check only one (1) item.
Fill blanks in item "e".

- (a) _____ Open country. Village or city (less than 2,500 population).
 (b) _____ City (2,500 - 9,999 population).
 (c) _____ City (10,000 to 99,000 population).
 (d) _____ Large city (100,000 population and over).
 (e) _____ City-Identify Country-Identify

4. Indicate with a cross (x) your religious preference.

- | | |
|--------------------------|-----------------------------------|
| (a) _____ Roman Catholic | (f) _____ Seventh Day |
| (b) _____ Presbyterian | Adventist |
| (c) _____ Methodist | (g) _____ Jehovah Witness |
| (d) _____ Baptist | (h) _____ Church of God |
| (e) _____ Congregational | in Christ |
| | (i) _____ Others <u>Identify</u> |
| | (j) _____ No religious preference |

5. If you are a church member of any sect in the previous item, put a cross (x) in the blank below.

- (a) _____ Church member

6. How often do you attend church of your preference?

- | | |
|------------------------|----------------------------------|
| (a) _____ monthly | (e) _____ bi-weekly |
| (b) _____ bi-monthly | (f) _____ tri-weekly |
| (c) _____ tri-monthly | (g) _____ others <u>Identify</u> |
| (d) _____ every Sunday | |

7. What office(s) do you hold in the church of your choice?

- | | |
|---------------------------------|--------------------------|
| (a) _____ Deacon | (i) _____ Clerk-Church |
| (b) _____ Deaconess | (j) _____ President |
| (c) _____ Trustee | (k) _____ Secretary |
| (d) _____ Stewardess | (l) _____ Superintendent |
| (e) _____ Class Leader | (m) _____ Sunday School |
| (f) _____ Steward | (n) _____ Sunday School |
| (g) _____ Treasurer-Church | (o) _____ Teacher |
| (h) _____ Mother Board (Member) | |
| | |
| (n) _____ Treasurer | |
| (o) _____ Teacher | |
| | |

8. Indicate your age at the time you entered the teaching profession. (Do not include in your response the years you spent as a student in an educational institution.)

- | | |
|-----------------------|-----------------------|
| (a) _____ 18-20 years | (c) _____ 24-26 years |
| (b) _____ 21-23 years | (d) _____ 27-over |

9. Indicate with a cross (x) the determining factor which was most influential in your selecting teaching as a profession. (Check only one.)

- | | |
|--------------------------------|-----------------------------|
| (a) _____ love for children | (e) _____ financial return |
| (b) _____ love for the | (f) _____ the support of |
| (c) _____ to make contribution | (g) _____ lack of something |
| (d) _____ pleasant working | (h) _____ social prestige |
| (i) _____ others | |
| | Identify |

10. Indicate with a cross (x) the item below which best describes your present position.

- | | |
|---------------------------------|-----------------------------|
| (a) _____ Principal (full time) | (f) _____ Physical Educa- |
| (b) _____ Principal-Teacher | (g) _____ Special Library |
| (c) _____ Classroom Teacher | (h) _____ Service Coordina- |
| (d) _____ Jeanes Supervisor | (i) _____ tor |
| (e) _____ Music Supervisor | |
| (h) _____ Visiting Teacher | |

11. Indicate with a cross (x) the reason you are employed in present position.

- | | |
|----------------------------|------------------------|
| (a)___Predecessor retired | (f)___Predecessor left |
| (b)___Predecessor died | to join husband |
| (c)___Predecessor left to | elsewhere, or |
| teach elsewhere in | marriage |
| the system | (g)___Predecessor left |
| (d)___Predecessor promoted | to enter another |
| to principal of same | occupation |
| school | (h)___Predecessor on |
| (e)___Predecessor left to | leave of absence |
| become principal of | (ill, continuing |
| another school in | education, etc.) |
| this system | |
| (i)___Hold newly created | |
| position | |
| (j)___Others_____ | |
| Identify | |

12. Indicate, using abbreviation code below, the positions you held during the following years.

Tr.E___Teacher, Elementary	Supv.J.___Jeanes Super-
T.P.___Teacher, Principal	visor
Prin.___Principal	Supv.M.___Music Super-
Tr.H.S.___Teacher, High School	visor
Tr.C.___Teacher, College	Phy.Ed.___Physical
V.T.___Visiting Teacher	Education
F.A.___Farm Agent	L.C. ___Library
	Coordinator

N.E. ___Not employed in any school

H.A. ___Home Agent

1962-1963	1963-1964	1964-1965
()	()	()
1965-1966	1966-1967	
()	()	

13. Check with a cross (x) and give the number of the members of your family group (living or deceased).

	<u>Living</u>		<u>Deceased</u>	
(a) Father	_____		_____	
(b) Mother	_____		_____	
(c) Sisters	_____	<u>Number</u>	_____	<u>Number</u>
(d) Brothers	_____	_____	_____	_____
(e) Others	_____	_____	_____	_____
		_____		_____
Adults _____				
(f) Children	_____		_____	

14. Indicate with a cross (x) and number in the proper space below the members of your family now employed.

	<u>Regularly</u>	<u>Occasionally</u>	<u>Never</u>
(a) Father	_____	_____	_____
(b) Mother	_____	_____	_____
(c) Sisters-Number	_____	_____	_____
(d) Brothers-Number	_____	_____	_____
(e) Others-Number	_____	_____	_____

Identify

15. Indicate with a cross (x) the number of dependents you have.

(a) ___one	(e) ___five
(b) ___two	(f) ___six or more
(c) ___three	
(d) ___four	

16. Indicate with a cross (x) the marital status of your parents.

(a) ___married	(d) ___remarried
(b) ___widow or widower	(e) ___separated
(c) ___divorced	

17. Indicate with a cross (x) the number of children left in parents' home.

(a) ___one	(d) ___four
(b) ___two	(e) ___five
(c) ___three	(f) ___six or more
(g) ___none	

18. Indicate with a cross (x) your parents' residential status.

- | | |
|--------------------------|--------------------------|
| (a) ___rents | (e) ___own home and rent |
| (b) ___own home | farm |
| (c) ___own home and rent | (f) ___own home and |
| property | business |
| (d) ___own home and farm | (g) ___others _____ |
| | Identify |

19. Indicate with a cross (x) your father's occupation (living or deceased). In case more than one occupation has been allowed, check the one held for the greatest number of years (check only one item).

- | | |
|--------------------------|-----------------------------|
| (a) ___farmer | (j) ___chauffeur |
| (b) ___barber | (k) ___domestic |
| (c) ___agriculture agent | (l) ___railroad worker |
| (d) ___carpenter | (m) ___janitor or custodian |
| (e) ___brick mason | (n) ___laborer-unskilled |
| (f) ___plumber | (o) ___mortician |
| (g) ___postman | (p) ___doctor or dentist |
| (h) ___insurance agent | (q) ___other _____ |
| (i) ___hotel service | Identify |

20. Indicate with a cross (x) your mother's occupation (living or deceased). Check one item, that of occupation followed for longest period of years.

- | | |
|-----------------------------|------------------------|
| (a) ___housewife | (f) ___laundress |
| (b) ___seamstress | (g) ___office maid |
| (c) ___nurse | (h) ___farmer's helper |
| _____or _____ | (i) ___others _____ |
| Registered Practical | Specify |
| (d) ___teacher or principal | |
| (e) ___domestic | |

21. Indicate with a cross (x) in the two columns below approximate monthly salary range of your father and mother.

- | | <u>Father</u> | <u>Mother</u> |
|---------------------------|---------------|---------------|
| (a) ___less than \$100.00 | ___ | ___ |
| (b) ___\$101 to \$150.00 | ___ | ___ |
| (c) ___\$151 to \$200.00 | ___ | ___ |
| (d) ___\$201 to \$250.00 | ___ | ___ |
| (e) ___\$251 to \$300.00 | ___ | ___ |
| (f) ___\$301 to \$350.00 | ___ | ___ |

	<u>Father</u>	<u>Mother</u>
(g) ___ \$351 to \$400.00	___	___
(h) ___ \$401 to \$450.00	___	___
(i) ___ \$451 to \$500.00	___	___
(j) ___ \$501 and over	___	___

22. Indicate with a cross (x) in the two columns below the highest educational level of your father and mother.

(a) ___ Below primary	___	___
(b) ___ Primary	___	___
(c) ___ Elementary (lower)	___	___
(d) ___ Elementary (middle)	___	___
(e) ___ Elementary (upper)	___	___
(f) ___ Junior High	___	___
(g) ___ Senior High	___	___
(h) ___ High School Diploma	___	___
(i) ___ Junior College	___	___
(j) ___ Senior College	___	___
(k) ___ M.A. Degree	___	___
(l) ___ Post Graduate Study	___	___
(m) ___ Special Attainment	___	___

23. Indicate with a cross (x) in proper spaces the religious preference of your parents.

	<u>Father</u>	<u>Mother</u>
(a) ___ Roman Catholic	___	___
(b) ___ Congregational	___	___
(c) ___ Presbyterian	___	___
(d) ___ Methodist	___	___
(e) ___ Baptist	___	___
(f) ___ Seventh Day Adventist	___	___
(g) ___ Church of God in Christ	___	___
(h) ___ Jehovah Witness	___	___
(i) ___ Other _____	___	___
Identify		

24. If parents were church members of any sect in the previous item, put a cross (x) in proper blanks below.

(a) ___ church member ___

25. Indicate with a cross (x) below the attendance frequency of parents to church of their choice.

(a) ___ monthly	(e) ___ bi-weekly
(b) ___ bi-monthly	(f) ___ tri-weekly
(c) ___ tri-monthly	(g) ___ Others _____
(d) ___ each Sunday	Identify

26. Indicate with a cross (x) what office(s) are/were held by parents in the church of their choice.

	<u>Father</u>	<u>Mother</u>
(a) <input type="checkbox"/> None	<input type="checkbox"/>	<input type="checkbox"/>
(b) <input type="checkbox"/> Deacon	<input type="checkbox"/>	<input type="checkbox"/>
(c) <input type="checkbox"/> Deaconess	<input type="checkbox"/>	<input type="checkbox"/>
(d) <input type="checkbox"/> Trustee	<input type="checkbox"/>	<input type="checkbox"/>
(e) <input type="checkbox"/> Steward	<input type="checkbox"/>	<input type="checkbox"/>
(f) <input type="checkbox"/> Stewardess	<input type="checkbox"/>	<input type="checkbox"/>
(g) <input type="checkbox"/> Class Leader	<input type="checkbox"/>	<input type="checkbox"/>
(h) <input type="checkbox"/> Choir Member	<input type="checkbox"/>	<input type="checkbox"/>
(i) <input type="checkbox"/> Mother Board	<input type="checkbox"/>	<input type="checkbox"/>
(j) <input type="checkbox"/> Clerk (Church)	<input type="checkbox"/>	<input type="checkbox"/>
(k) <input type="checkbox"/> President (auxiliary	<input type="checkbox"/>	<input type="checkbox"/>
(l) <input type="checkbox"/> Secretary	<input type="checkbox"/>	<input type="checkbox"/>
(m) <input type="checkbox"/> Supt. of Sunday School	<input type="checkbox"/>	<input type="checkbox"/>
(n) <input type="checkbox"/> Teacher-Sunday School	<input type="checkbox"/>	<input type="checkbox"/>
(o) <input type="checkbox"/> Treasurer-Church	<input type="checkbox"/>	<input type="checkbox"/>
(p) <input type="checkbox"/> Treasurer-Sunday School	<input type="checkbox"/>	<input type="checkbox"/>
(q) <input type="checkbox"/> Other _____	<input type="checkbox"/>	<input type="checkbox"/>
Identify		

27. Indicate with a cross (x) the highest diploma or degree held by you.

(a) <input type="checkbox"/> None	(f) <input type="checkbox"/> M. Ed.
(b) <input type="checkbox"/> High School Diploma	(g) <input type="checkbox"/> Ph.D.
(c) <input type="checkbox"/> Bachelor's Degree	(h) <input type="checkbox"/> D. Ed.
(d) <input type="checkbox"/> M.A.	(i) <input type="checkbox"/> Others _____
(e) <input type="checkbox"/> M.S.	Identify

28. Applies to all. Give name of institution, city, and state from which you earned your highest diploma or degree.

Name of Institution: _____

CITY

STATE

29. Applies to those who have partial college training. Indicate with cross (x) in the list below the item which best describes the highest level of your present educational rating. Start at the beginning and read through the list until you find the item that fits your case. Check only one item. If you do not fall in this category, ignore this item.

- (a) ___ graduate at one year (36 weeks) normal or teacher's college without diploma.
- (b) ___ graduate of one year (36 weeks) normal or teacher's college with diploma.
- (c) ___ one academic year (36 weeks) of college or university training.
- (d) ___ one year (36 weeks) agricultural training.
- (e) ___ $1\frac{1}{2}$ academic years (54 weeks of college or university training) liberal arts.
- (f) ___ $1\frac{1}{2}$ academic years (54 weeks) of normal or teacher's college training.
- (g) ___ $1\frac{1}{2}$ academic years (54 weeks) of agricultural college training.
- (h) ___ 2 academic years (73 weeks) of college or university training.
- (i) ___ 2 academic years (72 weeks) of college or university training.
- (j) ___ 2 years (72 weeks) agriculture training.
- (k) ___ $2\frac{1}{2}$ academic years (90 weeks) of college or university training.
- (l) ___ $2\frac{1}{2}$ academic years (90 weeks) of normal or teachers college training.
- (m) ___ $2\frac{1}{2}$ years (90 weeks) agriculture training.
- (n) ___ 3 academic years (108 weeks) of normal or teacher's college training.
- (o) ___ 3 academic years (108 weeks) of normal or teacher's college training.
- (p) ___ 3 academic years (108 weeks) of college or university training.
- (q) ___ $3\frac{1}{2}$ academic years (126 weeks) of college or university training.
- (r) ___ $3\frac{1}{2}$ academic years (126 weeks) of normal or teacher's college training.
- (s) ___ $3\frac{1}{2}$ years (126 weeks) agriculture college training.
- (t) ___ graduate of four-year normal course with certificate but without degree.
- (u) ___ four-year normal or teacher's college course graduate with degree.
- (v) ___ graduate of four-year agriculture college.

30. Applies only to holders of Bachelor's degree. Indicate with a cross (x) the institution from which you received your degree.

A. In Georgia

- | | |
|---|--|
| (a) <input type="checkbox"/> Savannah State | (f) <input type="checkbox"/> Spelman College |
| (b) <input type="checkbox"/> Fort Valley State | (g) <input type="checkbox"/> Clark College |
| (c) <input type="checkbox"/> Morris Brown College | (h) <input type="checkbox"/> Paine College |
| (d) <input type="checkbox"/> Albany Normal State | (i) <input type="checkbox"/> Others _____ |
| (e) <input type="checkbox"/> Morehouse College | Identify |

B. Outside of Georgia

- | | |
|--|--|
| (a) <input type="checkbox"/> Talladega | (e) <input type="checkbox"/> Tennessee State |
| (b) <input type="checkbox"/> Tuskegee | (f) <input type="checkbox"/> N. C. State |
| (c) <input type="checkbox"/> Howard | (g) <input type="checkbox"/> Wayne |
| (d) <input type="checkbox"/> Fisk | (h) <input type="checkbox"/> Others _____ |
| | Identify |

31. Applies to holders of the Bachelor's degree who have done graduate work.

Indicate with a cross (x) the institution in which you have earned most of your graduate credit.

Note: Check only one institution.

- | | |
|---|---|
| (a) <input type="checkbox"/> Northwestern University | (f) <input type="checkbox"/> Temple University |
| (b) <input type="checkbox"/> Atlanta University | (g) <input type="checkbox"/> Tuskegee Institute |
| (c) <input type="checkbox"/> Columbia University | (h) <input type="checkbox"/> Fisk University |
| (d) <input type="checkbox"/> New York University | |
| (e) <input type="checkbox"/> Wayne University | |
| (i) <input type="checkbox"/> Howard University | |
| (j) <input type="checkbox"/> Any other institution not named above. | |

City

State

33. Applies to all M.A. degree holders.

(a) Atlanta University
(b) Northwestern University
(c) Others
 Identify

34. Applies to those who hold Master's degrees. Indicate with a cross (x) the item below which best represents the total number of post-graduate credits earned to date.

- (a) ___ no post-graduate credit (e) ___ 19 to 24 semes-
(b) ___ 2 to 6 semester hours ter hours
 ___ 3 to 9 quarter hours 28 to 36 quarter
(c) ___ 7 to 12 semester hours hours
 ___ 10 to 18 quarter hours (f) ___ 25 to 30 semes-
(d) ___ 13 to 18 semester hours ter hours
 ___ 19 to 27 quarter hours 37 to 45 quarter
 hours
(g) ___ 31 to 36 semester hours
 ___ 46 to 54 quarter hours
(h) ___ Others _____
 Identify

35. Applies only to principals and teachers. Indicate with a cross (x) the item below which best represents the total number hours credit you have in General Professional Education subjects in your college work. If you have received no such credit, disregard the items entirely. The following are examples of subjects to be included as general educational subjects: Elementary or Secondary School Administration; Tests and Measurements; Statistical Methods; General Psychology; History of Educational Psychology; Child Psychology; Adolescent Psychology; Philosophy of Educational Sociology; Method Courses, etc. For your convenience, quarter hours have been changed to their equivalent semester hours.

- (a) ___ no credit (college) in general education
- (b) ___ 2 to 6 semester hours
 3 to 9 quarter hours
- (c) ___ 7 to 12 semester hours
 10 to 18 quarter hours
- (d) ___ 13 to 18 semester hours
 19 to 27 quarter hours
- (e) ___ 19 to 24 semester hours
 28 to 36 quarter hours
- (f) ___ 25 and over semester hours
 37 and over quarter hours

36. Applies to teachers and principals who have had graduate work. Indicate with a cross (x) the total number of hours in General Professional Education. The subjects to be inlisted in the question above.

- | | |
|--|---|
| (a) ___ no graduate credit in
General Professional
Education | (d) ___ 13 to 18 semes-
ter hours
19 to 27 quarter
hours |
| (b) ___ 2 to 6 semester hours
2 to 9 quarter hours | (e) ___ 19 to 24 semester
hours
28 to 36 quarter
hours |
| (c) ___ 7 to 12 semester hours
10 to 18 quarter hours | |
| (f) ___ 25 and over semester hours
37 and over quarter hours | |

37. Applies to all. In the list below, indicate with a cross (x) the type of teaching certificate you hold with the State Department. If you have more than one certificate, indicate the highest.

- (a) ___ () 1-year life
- (b) ___ (B-2) 2-year college-provisional
- (c) ___ (C-2) 2-year college-provisional
- (d) ___ (B-2) 3-year provisional
- (e) ___ (C-3) 3-year professional
- (f) ___ (D-3) 3-year professional
- (g) ___ (C-4) 4-year professional
- (h) ___ (B-4) 4-year provisional
- (i) ___ (D-4) 4-year life
- (j) ___ (C-5) 5-year college provisional
- (k) ___ (B-5) 5-year college professional
- (l) ___ (T-5) 5-year professional
- (m) ___ (P-4) Principal's provisional
- (n) ___ (P-5) Principal's professional
- (o) ___ (SV-4) Supervisory
- (p) ___ (SV-5) Supervisory professional
- (q) ___ Others _____

Identify

38. Indicate with a cross (x) in the proper space by use of code initials the type of certificate you held during the following years. Use initial code from the question (Number 37) above.

19621963	1963.....1964	1964....1965
1965.....1966	1966.....1967	

39. Applies only to principals and supervisors who have had graduate or post-graduate training. Indicate with a cross (x) below the item which best represents the total number of hours credit you have earned in Administration and Supervision and General Education. For your convenience, quarter hours have been changed to their equivalent semester hours value.

A. Administration - This group includes the following subjects:

Organization and Personnel, Curriculum Planning Programs, School Finance, Child Guidance, Building Programs, Georgia School Law, State and County Administration, etc.

(a) ___ no graduate credit in administration

- (b) ___ 2 to 6 semester hours
 ___ 2 to 9 quarter hours
- (c) ___ 7 to 12 semester hours
 ___ 10 to 18 quarter hours
- (d) ___ 13 to 18 semester hours
 ___ 19 to 27 quarter hours
- (e) ___ 19 and over semester hours
 ___ 28 and over quarter hours

B. Supervision of elementary school subjects. (All subjects of a supervisory nature are included here in contrast to content courses).
Examples: The Elementary School Curriculum, Supervision of Content Subjects, etc.

- (a) ___ no graduate credit in elementary supervision
- (b) ___ 2 to 6 semester hours
 ___ 2 to 9 quarter hours
- (c) ___ 7 to 12 semester hours
 ___ 10 to 18 quarter hours
- (d) ___ 13 to 18 semester hours
 ___ 19 to 27 quarter hours
- (e) ___ 19 and over semester hours
 ___ 28 and over quarter hours

C. General professional courses in education:

Tests and Measurements, Statistical Methods, General Psychology, Educational Psychology, Child Psychology, Adolescent Psychology, History of Education, etc.

- (a) ___ no graduate credit in general education
- (b) ___ 2 to 6 semester hours
 ___ 2 to 9 quarter hours
- (c) ___ 7 to 12 semester hours
 ___ 10 to 18 quarter h ours
- (d) ___ 13 to 18 semester hours
 ___ 19 to 27 quarter hours
- (e) ___ 19 and over semester hours
 ___ 28 and over quarter hours

40. Applies to all. In the list below, place a cross (x) before the extra-curricular activities over which you you have had direct supervision, or supervise now. If you have had training in the activities which you check in Column I, place a check also under Column II.

	<u>I</u> <u>Supervision</u>	<u>II</u> <u>Training</u>
A. (a) _____	Athletics	_____
(b) _____	Boy Scouts	_____
(c) _____	Girl Scouts	_____
(d) _____	Cub Scouts	_____
(e) _____	Brownies	_____
(f) _____	Junior Red Cross	_____
(g) _____	Boys 4-H Club	_____
(h) _____	Girls 4-H Club	_____
(i) _____	Safety Patrol	_____
(j) _____	Fire Patrol	_____
(k) _____	Student Council	_____
(l) _____	Child Guidance	_____
(m) _____	Others _____	_____
	Identify	

41. What grade assignment do you now hold?

Identify

<u>Positions</u>	<u>Total</u> <u>Years</u>	<u>Number of</u> <u>Experiences</u>
1. Jeanes Supervisor of elementary schools.	_____	_____
2. Music Supervisor of elementary schools	_____	_____
3. Supervising elementary school principal (full time)	_____	_____
4. Principal-teacher (rural and/or urban)	_____	_____
5. Regular elementary classroom teacher (rural and/or urban) exclude years served as principal-teacher	_____	_____
6. High school teacher (if any)	_____	_____
7. High school principal (if any) or combination elementary and high school	_____	_____
8. Total experience as visiting teacher, or associate	_____	_____
9. Total experience as physical education coach (high school)	_____	_____

	<u>Total Years</u>	<u>Number of Experiences</u>
10. Total experience as physical education coach (high school)	_____	_____
11. Speech Therapist	_____	_____
12. Reading Specialist	_____	_____
13. Resource Teacher	_____	_____
14. Curriculum Assistant	_____	_____
15. Pre-school Specialist	_____	_____
16. Others _____ Identify	_____	_____

42. Indicate in spaces below the total number of years' experience as follows:

1. _____ years' experience in state of Georgia.
2. _____ years' experience in other states.
3. _____ years' experience in Cobb County System
(combine)
4. _____ years' experience in Cobb County Elementary
Schools.
5. _____ years' experience in present school.

43. Have you been employed in the Cobb County School during the period 1962-1966, continuously?

Yes

No

44. If the answer is No to the question immediately above, indicate the year of your first employment.

_____ prior to 1961-1962

_____ 1962-1963

_____ 1963-1964

_____ 1964-1965

_____ 1965-1966

_____ 1966-1967

45. Applies to all. Indicate with a cross (x) below your membership in professional organizations.

(a) _____ GTEA
(b) _____ NEA

(c) _____ Local County
Teachers Assn.

(d) _____ Others _____
Identify

Identify

Identify

46. Applies to all. In the following blanks, place the number of years before the item which best describes your status. Fill all blanks applicable to you.

- (a) _____ year(s) in present position (same job, same county and/or school(s)).
(b) _____ years in same position in another school.
(c) _____ years in another position in same school.
(d) _____ years in another position in Cobb County.
(e) _____ years in Cobb County but in other communities.
(f) _____ years in another county but in Georgia.
(g) _____ years in school work outside of Georgia.
(h) _____ total years in Cobb County School System.
(i) _____ total years in Georgia.

47. Check the type of high school curriculum you pursued and completed.

(a) _____ Commerce
(b) _____ Vocational
(c) _____ General

(d) _____ College preparatory
(e) _____ Teacher-training

(f) _____ Others _____
Identify

48. Applies to all. Indicate with a cross (x) in proper blank your major and minor subject training in under-graduate, graduate, and post-graduate training, as the case may be. Note: By major subject is meant the subject of greatest importance on basis of credits earned. By minor subject is meant the subject of next importance on the basis of credits earned.

Subjects	A Under- Graduate		B Graduate		C Beyond M.A. Degree	
	Major-Minor		Major-Minor		Major-Minor	
<u>Agriculture</u>						
<u>Biology</u>						
<u>Chemistry</u>						
<u>Child Welfare</u>						
<u>Coaching Athletics</u>						
<u>Early Childhood Education</u>						
<u>Economics</u>						
<u>Elementary Education</u>						
<u>Secondary Education</u>						
<u>English</u>						
<u>French</u>						
<u>Spanish</u>						
<u>German</u>						
<u>History</u>						
<u>Home Economics</u>						
<u>Industrial Science</u>						
<u>Library Science</u>						
<u>Library Methods</u>						
<u>Manual Arts</u>						
<u>Public School Arts</u>						
<u>Practical Arts</u>						
<u>Mathematics</u>						

Subject	A Under- Graduate		B Graduate		C Beyond M.A. Degree	
	Major-Minor		Major-Minor		Major-Minor	
Music						
Physical						
Education						
Political						
Science						
Physics						
Psychology						
Social						
Science						
Sociology						
Speech						
Supervision						
Vocational						
Education						
General						
Science						
Social						
Studies						
Normal						
Course						
Counseling and						
Guidance						
Others						

49. What graduate degree(s) do you now hold?

_____ M.A. _____ M.Ed. _____ D.Ed. _____ M.S. _____ Ph.D.